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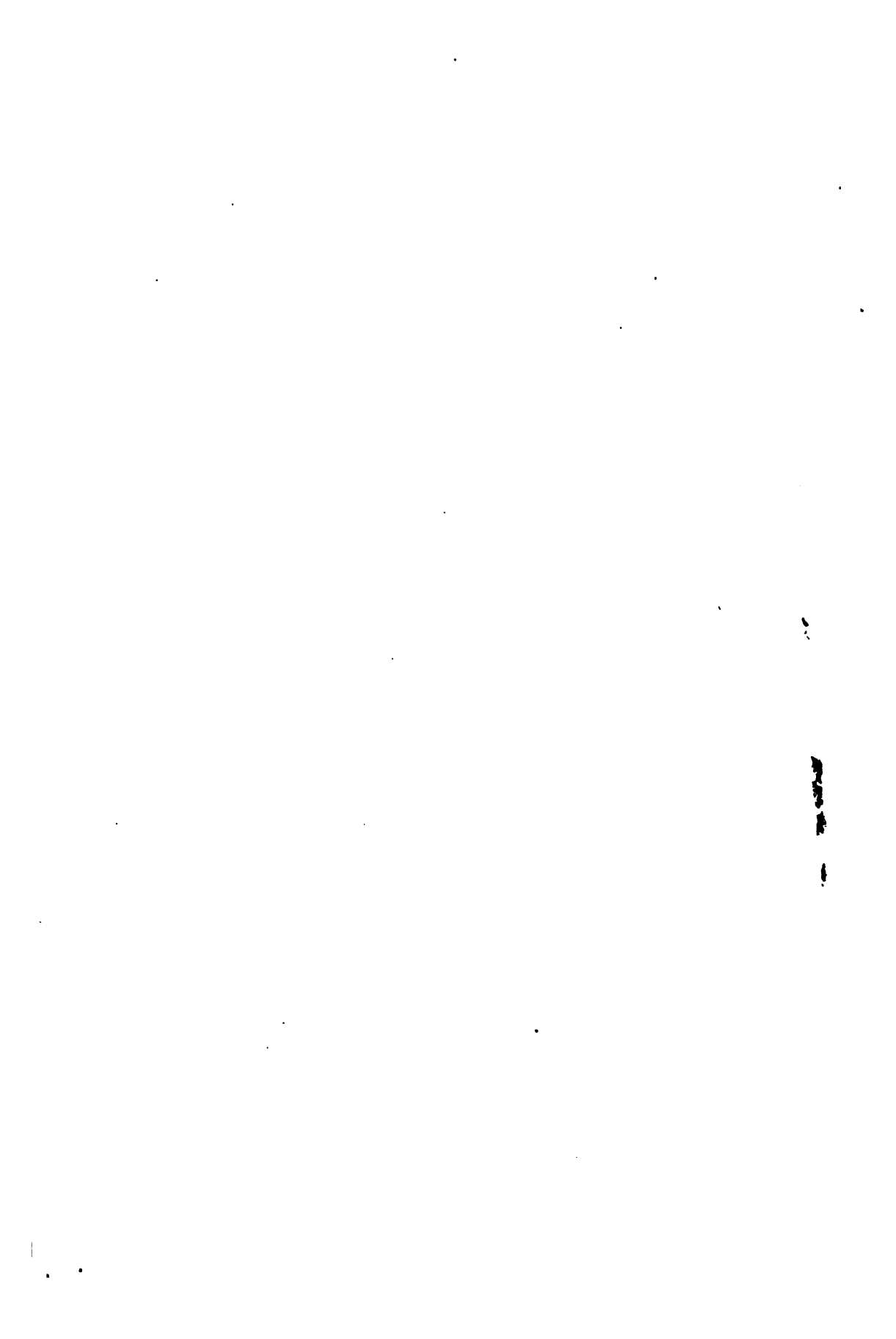
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INDEX TO VOLUME IV

	PAGE		PAGE
Adenoids, Their Effect and Their Remedy, Clement F. Theisen.....	533	A Glimpse of the German Kindergarten System, Carina Campbell Eaglesfield....	356
Barnard, Dr. Henry.....	21	Manual Training in Colleges, Ashby Wood- son	82
Best to Be Found. 25, 87, 153, 214, 285, 347, 415, 477, 539,	602	Medical School, Studies Preliminary to the, George Howard Hoxie.....	202
Botany, How Shall a Young Person Study, W. J. Beal.....	340	Modern Industry, The Scientific Basis of, J. B. Johnson.....	407
Botany in High Schools, The Teaching of, H. N. Pollock.....	82	Music in the Grammar School, Hollis E. Dann	417
Boy, That, Blanche M. Fuller.....	467	Nature Study, <i>Southern School Journal</i>	1
Burden, The Teacher's, John G. Wight....	201	Nature, Books Relating to, <i>Journal of Edu- cation</i>	1
Business Education, The Present and Fu- ture of, I. O. Crissy.....	78	Nature Study to Public School Work, Appli- cation of, Darwin L. Bardwell.....	51
Business Education in Public Schools, I. O. Crissy	205	Necessities Confronting the Teacher, Some Practical, Myron T. Scudder.....	2
Business Success, Education an Element of, James B. Dill.....	336	Observation Valuable for Pupil-Teachers, How to Make, M. A. Bailey.....	1
Child Study: A Rational Course of Study, Maximilian P. E. Groszman.....	99	Pan-American, Educational Exhibit at, Henry L. Taylor	9
Mr. Bok's Contention Discussed, <i>School Education</i>	227	Paris Exposition, Education at the.....	
Parental Schools, T. H. McQueary.....	426	People Write Poorly, Why, H. W. Ells- worth	2
Weather Influence, <i>Educational Review</i> ...	489	Phonetic Training, Miss Caroline B. Le Row, Poems:	
Overtaxing Children, <i>Child Study</i>	549	The Currency of Faith.....	
Classics, A Word for the, William B. As- pinwall	531	The Pioneer Spirit, F. H. Bloodgood.....	2
Colonial Reception at the Jamestown High School, Mary R. Willard.....	483	Wanted—A Teacher	2
College Government, Student Participation in, John I. Bennett.....	12	The Quest	
Comment and Rejoinder, Edward E. Hale, Jr., Minnie E. Hays.....	141	Beyond the Deep, Thomas A. Walsh.....	
Editorials, 41, 101, 173, 231, 302, 358, 429, 492, 552,	613	Self Dependence, Matthew Arnold.....	
Education, Personality in, George E. Merrill,	9	The Question	
English, Defects in, Myron T. Scudder.....	545	Wordly Place, Matthew Arnold.....	
Ethical Instruction in Public Schools, E. M. Fairchild	279	The Wanderer, Eugene Field.....	
Evening Schools, John D. Wilson.....	342	"Pollard" System, The, <i>Normal Instructor</i> ..	
Examinations, The Use and Control of, Ar- thur T. Hadley	465	Regents' Examinations	104
Examinations, Teachers', (New York City).	94	Rural Schools: Home Geography, <i>Educational Exchange</i> ..	
Flax, The Gift of, <i>School Education</i>	160	Agricultural Nature Study, <i>School News</i> ..	
Hiawatha, The Myth of, <i>Intelligence</i>	293	County Geography, James A. Cooley.....	
History, Geography in, <i>Roark's Method</i>	221	Directions to Trustees, S. A. Peavy.....	
History Stories in Fourth, Fifth and Sixth Grades, <i>Intelligence</i>	292	School Commissioner to the Teacher, Rel- tion of the, James S. Cooley.....	73
Ideals, The Schools Must Teach, Charles B. Gilbert	529	Schools of the State, In the, 55, 113, 176, 238, 307, 361, 431, 496, 5	
Individual Instruction, The Batavia Experi- ment in, Barney Whitney.....	469	School Room, For the: Composition, <i>Canadian Teacher</i>	
Kindergarten: Lesson for Rings, <i>Child Study, Monthly</i> ...	37	Construction of Participles, <i>Canada Teacher</i>	
Criticism and Criteria, Mari Ruef Hofer...	99	Lessons in Morals and Manners, <i>Wh School Management</i>	
Froebel's Theory and Practice, <i>Adam's Psychology</i>	226	Characteristics of Great Cities, <i>Journ School Geography</i>	
Books for Use in Mother's and Teacher's Meetings	299	The Work in Arithmetic, <i>Missouri Sc Journal</i>	
		Unconscious Errors	
		Two Ways, <i>Indiana School Journal</i> ..	
		Population of United States and 1 Cities	
		Questions for Thoughtless Teachers, <i>ular Educator</i>	

	PAGE		PAGE
A Study Program.....	294	Rochester School Board's Defense of Half-Day Sessions	300
Primary Geography Course.....	295	Penmanship Again	357
Number Lesson, <i>School Education</i>	296	Single Sessions Legal—State Superintendent's Decision	490
Teacher to Superintendent, <i>Western Teacher</i>	354	Some Considerations for Teachers.....	611
Teaching the Alphabet, <i>Exchange</i>	421	The Other Side, <i>Journal of Education</i>	612
List of Poems for Memorizing, <i>Intelligence</i>	422	Season Fairies, The, <i>School Education</i>	423
The Zones, <i>Canadian Teacher</i>	424	Song—High Above, P. H. McQuade.....	544
Studying New York State History, <i>Teacher's Institute</i>	487	Soil, Its Nature and Origin, <i>Canadian Teacher</i>	489
School Management, The Recreation Problem of, <i>Intelligence</i>	352	Use the Best, <i>Exchange</i>	546
School Men of the Hour:		Hints to Teachers of Reading, <i>Course of Study</i>	547
Fred W. Atkinson.....	23	Physiology in Intermediate Grades, <i>Intelligence</i>	607
Francis J. Cheney.....	24	Geography, <i>Canadian Teacher</i>	608
Miles M. O'Brien.....	85	The Best Literature: When? Why? <i>Journal of Education</i>	609
Philip M. Hull.....	86	State Superintendent's Office, In the. 54, 111, 174, 236, 304, 365, 442, 503, 560, 625	
Rush Rhees	152	Study of Arithmetic, Importance of, Ella F. Moran	149 and 209
C. Edward Jones.....	152	Teacher, Condition of the, William McAndrew	14
William McAndrew	212	Teachers Should Read, How and What, <i>Southern School Journal</i>	92
S. H. Peabody.....	213	Theories and Practice of To-day, The Educational, Anna Eggleston Friedman.....	403
Edward R. Shaw.....	284	Thoroughness, Mistaken Ideas of.....	353
Charles H. Warfield.....	285	Uniform Examinations.....43, 248, 316, 367, 563	
Charles B. Gilbert.....	345	United States—Singular or Plural—The, R. K. Buehrle	483
James H. Gibson.....	346	University of the State of New York, Official News of, 56, 112, 175, 237, 305, 366, 443, 503, 561, 525	
Edwin G. Cooley.....	413	Waste in Education, F. D. Boynton.....	166
Ezra Jones Peck.....	413	Ways and Means in Cases of Absence, Tardiness, Indifference and Disaffection, The, T. H. Armstrong.....	597
Seth Low	475		
Robert C. Pruyne.....	476		
Thomas Hunter	536		
Charles A. Shaver.....	539		
William I. Buchanan.....	599		
James M. Cassey.....	600		
School Boards:			
High School Positions, E. E. Hill.....	39		
Colleges of Commerce, <i>Independent</i>	100		
The Time Element in Mental Progress, <i>Educational Exchange</i>	229		
The Primary Teacher, <i>Ohio Educational Monthly</i>	230		

CONTRIBUTORS TO NEW YORK EDUCATION VOLUME IV

	PAGE		PAGE
Armstrong, T. H.....	597	Hill, E. E.....	39
Aspinwall William B.....	531	Hofer, Mari Ruef.....	99
Bailey, M. A.....	137	Hoxie, George Howard.....	203
Bardwell, D. L.....	593	Johnson, J. B.....	401
Beal, W. J.....	340	Le Row, Caroline B.....	276
Bennett, John I.....	12	McAndrew, William.....	14
Boynton, F. D.....	166	McQuade, P. H.....	544
Buehrle, R. K.....	483	McQueary, T. H.....	426
Cooley, James A.....	298, 73, 143	Merrill, George E.....	9
Crissey, I. O.....	78, 205	Moran, Ella F.....	149, 209
Dann, Hollis E.....	410	Peavy, S. A.....	550
Dill, James B.....	336	Poillock, H. N.....	82
Eaglesfield, Carina Campbell.....	356	Scudder, Myron T.....	545, 272
Ellsworth, H. W.....	21	Taylor, Henry L.....	562
Fairchild, E. M.....	279	Theisen, Clement F.....	533
Friedman, Anna Eggleston.....	403	Whitney, Barney	469
Fuller, Blanche M.....	467	Wight, John G.....	201
Gilbert, Charles B.....	529	Wilson, John D.....	342
Groszman, Maximilian P. E.....	99	Willard, Mary R.....	483
Hadley, Arthur T.....	465	Woodson, Ashby	83
Hays, Minnie E.....	141		

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CONTENTS FOR SEPTEMBER

Personality in Education.....	Pres. GEORGE E. MERRILL
Student Government in Colleges.....	Prof. JOHN I. BENNETT
The Condition of the Teacher.....	Prin. WILLIAM MCANDREW
Why People Write Poorly.....	H. W. ELLSWORTH
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Henry Barnard.....	(Portrait and Sketch)
"The Best to Be Found".....	Exchanges
For the School Room—A Nature Study Course.....	"Southern School Journal"
Thoroughness.....	"Roark's Psychology in Education"
Composition Work.....	Canadian Teacher
Miscellaneous.....	—
Rural Schools—Home Geography.....	"Educational Exchange"
Kindergarten—A Lesson for Rings.....	"Child-Study Monthly"
School Boards—High School Positions.....	E. E. HILL
Editorial.....	
State, City and County School News.....	
State Department and Regents' Offices—Official News.....	
State Uniform Examinations—August 1900—Authentic Questions and Answers.	



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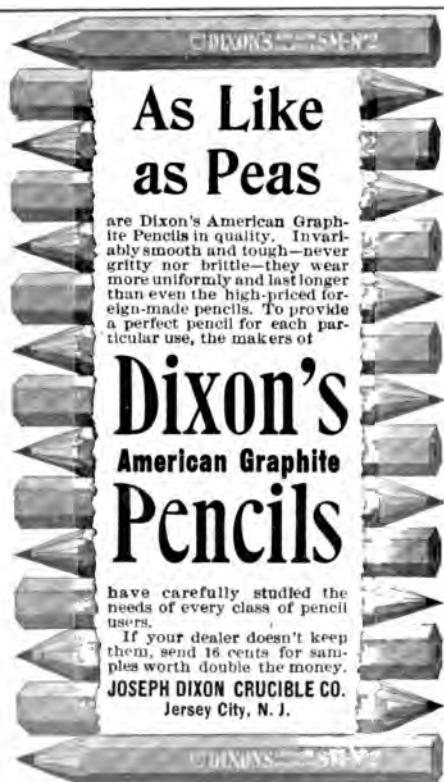
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NEW YORK EDUCATION

DEVOTED TO NEW YORK STATE EDUCATIONAL WORK AND INTERESTS

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No. 1

PERSONALITY IN EDUCATION

PRESIDENT GEORGE E. MERRILL, COLGATE UNIVERSITY

THE topic naturally divides itself into two parts: first, the personality of the educator; second, the personality of the scholar.

It is well recognized that the personal teacher is the main factor in education. No text-book is sufficient as a schoolmaster. No system of education by correspondence can equal the living teacher. What Phillips Brooks said of a sermon, that a sermon consists of its thought plus the personality of the preacher, is true also of teaching. For teaching is not the mere crowding of information into a human brain. It is not the injection of facts into memory that they may be recalled at will as one would take down a tool from its rack. No solitary reader can really be self-educated, emerging at last from a lonely cell to live successfully in the world of men, grappling with human problems. Better by far one great teacher than the best equipment placed at the disposal of a solitary student. Our schools in these latest days have splendid buildings and complete apparatus, with text-books of almost infinitely varied excellence and in numbers by the legion, and yet we are no better off than our fathers unless we have gained proportionately in the personnel of our teaching force. The man who two generations ago was taught in a little log school-house by a real teacher was better off than are our pupils today unless they have genuine men and women to teach them. I can look back to one man whose name will always be spoken by me



PRESIDENT GEORGE E. MERRILL.

with love and reverence, whose friendly interest and genius as an educator made an impression upon my life that has never been equalled by any other. It was this man's personality that was the great force in his school, a personality that carried the school ahead of all others, although its equipment was no better than any of them. Doubtless you can all recall such instances in your own life story, and they serve to show what I mean by the power of personality in the teacher. And when we are seeking for teachers or are questioning ourselves with regard to the work of life, the first question, first in time and first in importance, ought to be this of personality. The teacher's own introspection and the school examination which entitles him to his place in the teaching force of a community should make this the first object of inquiry. No mere examination paper set before a man or woman is enough to determine the real worthiness of the candidate for the position of teacher. Especially this is so if the examiner, the one who wrote the paper and who will decide upon its merits, has never come into contact with the examined. The candidate may pass a brilliant examination, and yet be wholly devoid of the best teaching qualities. He may even have produced a certificate of faultless morals, but that does not cover the whole ground. I have known many good people so utterly stupid that I would not trust my horse with them, much less my boy. A State may lose some of its best teaching material through

any system which depends mainly upon the examination paper and not at all upon personal acquaintance with the personality of the candidate. The inspiring power, the dignity and energy and command necessary in a class-room, the genius to invoke and hold the interest of a pupil in his subject and leave him after an hour all aglow with the scholar's fervor, cannot appear upon an examination paper. Even though the candidate for a teacher's place may be able to bound all the counties in New York State correctly, or translate with brilliance a page of Lessing's *Laocoon* or Nathan der Weise. Do not understand that I have a word to say against technical attainments. Exactness of scholarship such as an examination seeks and tests must always appear in the successful teacher. Without it he can never win the respect, not to say the admiration, of his pupil. Nor would I say aught that could be interpreted as hostile to any system that seeks uniformity as well as excellence in the requirements for teachers; but my main plea is that the personal qualities, subtle, sometimes almost indefinable, and perhaps never within the reach of an examining board, should not be neglected. But if the matter cannot always be reached by investigation from without, the teacher's own introspection should unceasingly ask, Am I the man who can really teach the youth of this land? What are my ideals? What is my purpose? What is my character? Am I a teacher working for myself or do I work for my pupils? Is my purpose to seek a good living, a fat salary, fame as a teacher, anything but the highest welfare of the scholar? Is my aim limited to enabling my scholar to succeed in mere bread-and-butter-ism? Or am I not content until I pour the very spirit of life itself into the pupil? Let the educator settle some of these questions with himself before he dares enter the sacred precincts where soul must deal with soul.

II. The Personality of the Scholar.

There are three very important phases of this part of the subject:

- (a) The scholar and the curriculum.
- (b) The scholar and his discipline.
- (c) The scholar and the correlation of schools.

(a) Two tendencies prevail at present. One is to create a system and run the pupil through it like corn through a mill. The other is with the multiplication of studies

and courses to allow considerable freedom of selection. The former, it can be seen at once, destroys individualism; the latter is apparently upon the side of individualism, and the only question is whether it is really and wholly so or not. In the brisk competition of our times the school does not escape. Teachers, principals, superintendents, school boards vie with each other in many cases to produce the best working machine, testing the value of the system not by the product of individualism but rather by the mass product, by the ability of the scholars as a whole to keep up with the standards set and perhaps warrant an advance upon them. The real thing in view seems often to be whether the schools of one city can successfully compete with those of another in the range of studies and grade of scholarship in those studies. A boy or girl must conform to the fixed requirements which govern large classes, must keep abreast of the advancing tide or else disappear from view altogether. The great number of scholars flocking to our public schools makes it impossible that the peculiar qualities and bent of disposition of any one should receive special attention. If a high school offers two or three courses the grind of each course is as fatalistic as it would be if there were but one course in the school. The exceptionally bright scholar cannot be advanced faster than his class, and the exceptionally slow scholar can have no mercy shown him. The system prevails, the single scholar suffers. It may be impossible, perhaps it would be unwise, to specialize widely in the curriculum. Certainly difficulties could not be solved wisely by the appointment of a special school or teacher for the care of the slower scholars, as some municipalities have proposed. It were better to make advanced provision for those who can attain them, winning thereby special rewards either in respect of a shortened course leading to graduation or in the way of advanced studies with corresponding degrees of graduation. But I care not to attempt what would be for me impossible, the solution of the difficulty. It is enough simply to note the fact that the personality of the scholar often suffers for the gain of the curriculum. It is for more skillful hands than mine to provide a remedy.

(b) The scholar and his discipline is a subject in which the personality of the scholar should never be forgotten. In the school as

elsewhere the largest freedom compatible with good conduct is desirable, and good conduct should not be defined in the school, any more than in a community, by mere lines of conventionalism. Certain laws will always be necessary for the orderly government of any collection of human beings. Individual wills must not be allowed to contravene the welfare of the many, but that is not the same as saying that human beings in school or out of it should be treated like so much mere material to be shaped by a master hand without any thought or volition of its own. I believe that some of the best training for citizenship should find place in the school-room, where the principles of the rights of all as well as the rights of each should be emphasized. In a democracy a boy cannot learn too early the importance and beauty of self-government, and it is my firm conviction that at any rate in many of our higher schools the students are much more capable of self-government than they have often been supposed to be. I remember an incident in my own school life in point. We had reached the last year of the high school course. We were, impatient, young men and young women as we were, of all the petty restraints of the lower class-rooms. We were fortunate in having a master of rare ability, who has later become widely known to the world of letters as the Shakesperian scholar, William J. Rolfe. It was my fortune to act as deputy of the class in presenting to him our petition for the abrogation of all rules in our room. We declared our good intentions to preserve reasonable order and not in any way to interfere with the best progress of the school. The master listened to our plea and granted it, smiling with some scepticism, and saying that the first serious infraction of order would end the experiment. Out of perhaps forty scholars in that room two or three may have broken the spirit of this engagement once or twice. Wisely the infraction was over-looked by the master or met only with personal remonstrance. Otherwise the experiment worked perfectly until the day of our graduation. Hundreds of times since that day I have asked myself if that class was the only class capable of self-government. I do not believe it was. Certainly it is true that from the hour of that engagement the members of that class felt a personal responsibility for the good order of that room.

A boy would not wait to ask permission to cross the floor, to borrow a book, to speak under his breath to his neighbor, even to leave the room; but these acts were all done in the spirit of order, and no disturbance was conditioned. We learned a lesson that could have been taught us in no other way, and it was a lesson in personality, a lesson in personal responsibility and achievement. In our higher institutions the honor system is sometimes conspicuously successful. The time will come when it will be in all.

(c) The scholar and the correlation of schools. Continuity of educational processes is of the utmost value. No individual can pursue his work to the best advantage if that work must be broken here and there or proceeded by leaps and bounds, leaving parts of the road untrodden. School should be made to fit school. The way should be made so clear and continuous that no single student should find any perplexity as to the opportunities that lie before him. The latest propositions for uniformity of examinations for entrance to college lie directly in the line of the great need in all school life of which I am speaking. I welcome most heartily any measure which shall dove-tail together more perfectly the various parts of our system of education. Let there be no gaps, no missing rounds in the ladder. The public school system should never be the field for fads, and in this age of experiment the pupil should not suffer beneath the crude fancies of those who care little for the pupil and much for their own fads. And it is at least a question whether the modern tendency to push back even into the secondary schools the process of specialization may not be the excessive application of a principle, which should be limited to later years, when a student has received sufficient training to enable him to pursue professional study with success. Is it for the advantage of the largest and best *personal* culture, that our schools should be so wholly independent that even so early as the secondary stage the shadow of professionalism should rest upon them? Is it for the advantage of personal character and culture; is it for the formation of a rich and thoroughly equipped personality that practically the determination of future studies throughout life should be made at the age of eighteen, or earlier? You may say that the definition of personality may look towards the emphasis of differentiating

traits of character—those differences by which one person is known from another—so that the earlier a decided bent or disposition is recognized and fostered by special training the better. But I should dispute your definition. Personality is not eccentricity. Personality is not the mere preponderance of one trait or talent over all others. It is rather, the whole man, the complete being *including* the special adaptations of which he is capable. I plead then,

that the whole school system should not be violently wrested from the all-round culture to which each student has a right, and without which he cannot be a man; but rather let it duly recognize the period of the larger and more general formations in life; let it give to the preparatory school and the first years in college the training of the *whole* nature, leaving to the later years the special and professional work properly relegated to the university.

STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

PROFESSOR JOHN I. BENNETT, UNION COLLEGE, SCHENECTADY, N. Y.

WHAT part should the student take in the government of a college on ordinary occasions; that is to say in the class-room, on the campus, in the town?

In the class-room? None whatever. A college class is not a body politic. Under right conditions there is no government in a college class. Rather I should say, under the right condition. Given a man in the chair who knows his subject, knows how to impart his knowledge, has some tact, a good deal of force, enough humor not to be made the butt of ridiculous situations such as will and do arise in the college class-room, a considerable first-hand acquaintance with the student species in and out of bondage, and the thing is automatic. If the man in the chair lacks in a marked degree any of these qualities, or if he has any eccentricities of the sort that may be described as vulnerable, there ensues a kind of student participation in government—the only kind I have ever seen in a college class, anarchy, horse-play. Whatever may be the relation of personality to method in school, in college they are one and identical. Have you not found it so? Which ones of your college professors are today forces in your life? Of course I am aware that one cannot by taking thought become a person. He cannot say, "Go to! I will be a person," and forthwith be one. I am aware too, that no instructor is a good judge of his own efficiency; indeed the blindness of teachers to their own defects is usually teetotal. But others are not blind to them. Professors who cannot see themselves, can see their colleagues quite clearly. Deans and presidents can see. Trustees can find out. Above all, students can see. Now I set

no store upon the snap judgments of students. They are as like to be wrong as right. But in the long run they are absolutely correct upon the question as to whether or not they are getting anything worth while from an instructor. If an instructor is found not to fit his present environment, let him pass on to other fields of uselessness. That, I think, is the beginning and the ending of student participation in the government of the college class.

What should be the proportion of student to faculty government on the campus; that is, about the college premises? That depends upon the character of the student body, the traditions of the college, its social system. Colleges differ widely in these respects, and consequently should be differently administered. A student body with a strong tincture of the rough and ready is one thing; a well bred student body is another thing. College traditions of the skull cracking, devil-may-care sort are one thing; college traditions of a marked, though perhaps self-conscious inclination toward gentlemanly ideals are another thing. The latter, though a bit priggish at times, may be left pretty well to themselves. The social system which conduces most to decent conduct in a student body, is a well developed fraternity system. Of course there are fraternities and fraternities. Furthermore most fraternities are rowdy some of the time, and some of them all the time; but in general, fraternities are jealous of their reputation, very careful that no member shall put a blot on the scutcheon. In brief, what is good in a student body, in its traditions, in its social system, should be given very free play. It is a seed which

when planted should be made "full of growing." But all "sedition, privy conspiracy, and rebellion," ruin, riot and wanton destruction (which, by the way, are less common than they once were) should be dealt with by the faculty, promptly, firmly, and decisively, without any ifs, ands or buts from a chorus of students.

To what extent should students be left to their own devices about town? That depends on the town. I know of a certain university somewhere, which holds to the theory that what the students do in the town is no concern of the university. A very plausible theory. How does it work? The tone of the town is not high. The police force is small with a strong bias toward free drinks. The university having washed its hands of responsibility, and the town being not particular about handwashing, the students may do as they please. They do. I have seen a student revel in that town, that Bacchus himself would disclaim. Surely there is enough of the *in loco parentis* left in college faculties so that a responsibility for student conduct may not be waived merely upon the theory that it should be accepted by somebody else, but only upon the certainty that it will be.

Indeed we are too prone to frame large and comfortable theories of student government and to fancy that they will work in every case. We base them upon ideal conditions, assuming that these conditions exist in every college. But conditions are far from ideal, and differ widely. We base them too, upon an ideal student. We are likely to assume that a student is as wise as his elders. He isn't. Were you as much inclined to pause and consider when you were a student as you are now? Did you even walk in the light when you saw the light, as you do now?

What students would do if left entirely to themselves in matters of government, may be judged with some fairness, from the way they manage strictly student affairs. Let us suppose that a general election is to be held in a college of say three hundred students. Among other officers to be elected is a base-ball manager to be chosen from the senior class. After three years in college it ought to be pretty clear just what members of the senior class are possessed of the qualities that should fit them for the position of base-ball manager. There will be something less

than half a dozen such men in a class of seventy-five. Are these men or any two of them put up in open competition to be voted for according to individual preferences? Not at all. The Comanches, Apaches and Pawnees have previously got together and divided the spoils. The Comanches are to have the base-ball manager. Any Comanche will do. The Apaches are to have the foot-ball manager. Any Apache will do. The Pawnees are to have the manager of the track team. Any Pawnee will do. All votes are to be delivered in blocks of five. The Crows, Blackfeet and Oudens have got together meantime and made a like agreement upon like terms. Election comes. There is no real choice of candidates according to fitness, no individual preference in casting ballots. It is slate against slate. Slate one wins. If chance will have a good man base-ball manager, why chance may have him a Comanche without his stir. Here's Tammany out-Tammanied. So marked is this tendency toward corruption in student politics, that strict alumni and faculty supervision has been found necessary in all student concerns which may be called intercollegiate as distinguished from collegiate.

In brief then, I hold that there should be no government in a college class-room. On the campus and about town, students should be left to themselves as far as good instincts, good traditions, good customs, and a good *esprit de corps* will admit. This good should be made to grow, but new student prerogatives should be acquired, not granted. They should be acquired gradually, and the warrant for them should be a public opinion in the student body, not only sound but general, and I might add, originating in the student body, not suggested to it. Theories based upon super-excellent individuals or conditions are beside the mark, and any general theory professing to meet all conditions, is likely to ignore many.

NOTE.—In calling students Comanches, Apaches and Pawnees, I do not, of course, mean to say that students are savages, as one of the speakers who followed me at the meeting of the Schoolmasters' Club seemed to imagine. I merely mean that they are tribal in organization, and that the braves obey their chiefs just as Tammany braves do. The tribes or cliques, are usually fraternities, and political combinations such as

I have described, are the gravest defect in the fraternity system. They are not peculiar to that system however, for in colleges where the fraternity system does not prevail, other organizations combine in just the same way. Another speaker implied that I had stated that rowdiness is the rule

in student conduct. My paper, though necessarily too brief for full statement, will not, I think, bear out that reading. Rowdiness certainly does exist in most, if not all colleges. I know, however, that it is decidedly exceptional among students nowadays.

THE CONDITION OF THE TEACHER

(Report to State Teachers' Association)

PRINCIPAL WILLIAM M'ANDREW, BROOKLYN, N. Y.

AT the New York State Teachers' Association's annual meeting in 1898 there was appointed a committee consisting of John H. Haaren, W. L. Ettinger, C. F. Wheelock, C. W. Bardeen, and William McAndrew, to collect, study and publish facts bearing upon the condition of teachers. Shortly after its appointment, this committee printed and circulated among teachers, schoolboard-members and newspaper editors, 30,000 copies of a study of the salaries and living expenses of teachers together with detailed abstracts of a large number of articles bearing on wages, etc., that had appeared in the leading magazines and newspapers for the preceding ten years. The committee, by personal work, and with the help of friends, secured in the educational and unprofessional press, the publication of studies and essays upon the improvement of education by the improvement of the teacher as a member of society. It also furnished state and lesser educational meetings with speakers upon this theme. This work the committee is still doing and hoping to do. In October, 1898, the committee sent out 30,000 circulars as follows:

"New York State Teachers' Association.

Dear Friend:—You have been named to us as one able and willing to contribute aid to a thorough and detailed study of the teacher's condition in your locality. The assistance we especially request is in the direction of some of the following suggestions:

1. Statements of prominent or successful men or women who have been teachers, but now are engaged in other pursuits. The testimony might indicate why the writer left teaching, whether in his present calling he is more or less exhausted by his work than when teaching, whether he is more or less respected, whether more or less

happy, and why: also whether in teaching he could now secure the same or a greater income than in his present pursuit, etc. To be of value, the writer's name and business should be given.

2. Statements of salaries of teachers, compared with detailed cost of adequate living in the community. Comparisons of salaries of teachers with salaries of other workers. Names of the individuals are, of course, not necessary, but the name of the person reporting should be given, and his statement that he vouches for the truth of the facts.

3. Statements of cases where the schools have suffered from poor teaching due to insufficient pay. Cases of want and embarrassment to teachers from low salaries. Name and guarantee of reporting party.

4. Bibliography; clippings from periodicals, giving date; titles or abstracts of articles bearing on financial and social status of teachers; opinions of prominent people; references to passages in books.

5. Suggestions: Advice to the committee as to how its service may be of the greatest benefit; criticisms adverse and favorable.

Please do not wait. Write now. Do your share towards contributing to the investigation of a very interesting and important question.

Thanking you in advance for your assistance, we are

Yours fraternally,

Committee on Financial and Social Status of Teachers."

In December, 1898, another circular, asking for co-operation, was sent to a selected list of names in the several states and territories. In January, 1899, at this committee's request, The Schoolmaster's Club, of New York City, sent a similar letter to all its members and to a large number of persons interested in schools. In May,

1900, a circular requesting a statement of the important legislation of the past five years improving the condition of the teacher together with an answer to the query: "What are the most pressing needs of teachers in your locality?" was sent to the president of every state and territorial association in the country.

TEACHERS SLOW TO HELP THEMSELVES.

The number of replies received has been fully as small as anyone who has had much experience in sending printed inquiries would expect. On one of our circulars in the handwriting of one the best known and most genial of the school men of the country, comes the reply: "I belong to the society for the suppression of the crank who sends out blanks to fill." He might at least have been grammatical in his lack of sympathy and have put his last verb in the passive voice. Various reasons have deprived the committee of that extensive and unbroken extent of reports that is necessary to give any statistical investigation a scientific value. Many have deferred a reply as something that could wait; at length the stamp has been used for something else and the circular has been buried with the conscience under a pile of papers in the waste basket. Some have felt so strongly the hopelessness of any such movement as this that they did not feel like wasting time in it. Some, secretly in sympathy with it, have realized the imminent personal danger of being known by the local authorities to be mixed up in a salary agitation. Some have seen in it a selfish scheme of five committee men to boom themselves into prominence. Some, superintendents and principals of schools, believe and to the teachers proclaim, that an educator's business is to educate; and the matters of salary and tenure of office, being in the nature of administrative and business matters, should be left to the proper guardians of such things, the members of the school board. In the last New Jersey convention the representative of this committee who had contributed an address on teachers' wages was upbraided, with indignation and sorrow, by a respected and beloved old schoolmaster, on the ground that a convention which should be devoted to the consideration of the higher things of scholarship and character had been tainted with the seeds of commercialism and social

discontent. I remember the first state meeting I ever attended, back in Michigan, twenty years ago. A young fellow, whose friend had been summarily removed from the superintendency of a city's schools without reason, though everybody knew that it was for failure to graduate the mayor's son, presented resolutions that the convention express a protest against the removal without a hearing. The most respected and most weighty men in the association declared that, while every member as a private individual ought to exercise all the sympathy possible for a member in distress the function of State Teachers' Associations was concerned with scholarship and teaching and ought not to become entangled with board matters. This old-time reluctance of teachers to do anything for themselves or for one another was not a surprise to your committee. It is one of the results as well as one of the causes of the position in which the public holds the teacher.

NEW YORK STATE IN THE LEAD.

From the various communications of our correspondents in the other states, I find that it is the general opinion that the New York Association is the most advanced in the conception that the practical and actual improvement of the teacher himself is not only a legitimate aim of a state organization but that it is one of the functions of such a society that present conditions call to a place among the most important. An examination of the proceedings of this Association will show that this opinion is well founded. In 1899 you amended the constitution so as to provide for a monster committee with a member in each county of the state, to interest himself "in all matters affecting or appertaining to the welfare of the teachers in his county and to report to the president not less often than once a month on everything that would seem to need the help of the Association for the betterment of the material condition of those in the calling." The mover of the resolution declared that the purpose of it was to secure to teachers generally some of the benefits enjoyed by those in the larger cities of the state, notably tenure of office and a uniform salary of a higher grade. The Association even elected to the presidency a confessed agitator and politician who announced himself before and after his election as standing first, last and

all the time, by political and every other legislative means, for the improvement of the position of the teacher in permanence and pay. In his inaugural, outlining the policy of the Association he said: "This organization is more than a big teachers' institute or training class. It stands for the advancement of education in this splendid commonwealth and in this magnificent country, by all the means capable to bring improvement to pass. That improvement can come only through the teacher who is a man or a woman, free, confident, and requited by the community with material evidences of respect. The teachers themselves must bring this to pass, no other persons will continuously make a business of it. The teachers must do it by organizing; this is one of the chief duties of this Association."

PRACTICAL, DIRECT WORK. TENURE BILL.

In accordance with these principles, a committee of sixty-one members, one from each county was organized as the "Committee on Legislation and Professional Interests." As was to be expected this committee met with criticism and attack. Some members were given the friendly advice of school authorities at home to keep out of it and to avoid the political entanglements that were sure to come from association with the bold bad man from Manhattan. However, the committee turned their attention to that old and life sapping disease of our educational system, insecurity of tenure. The larger committee turned this over to a sub-committee of five, who approached members of the legislature on the subject. The sub-committee was invited to draft a bill which would embody the reform that was alleged to be desirable. Such a bill was drawn up. Every person knows how to figure the chances of a bill of this kind. Its success will be dependent on two things: the condition of the school matters in the district of each member of the legislature, and the closeness with which each member will follow the wishes of his more important constituents. The condition of school matters in a fairly large number of communities in this state is that the schools are still "in politics." Membership on the school board is given as a reward to certain of the faithful. There is no salary for such service; nothing but honor and patronage. State

laws are prescribing more and more how school work shall be done, leaving to the local board-member less and less of things that he may direct so as to say "I done it." It is but natural that such a member would oppose any act that would take from him the authority over teachers that his present power to supplant them gives to him. The fact that every year there is an undesirable teacher dropped by such a board seems to serve as a practical object lesson as to the benefit of giving local boards this power, and so in districts where the board memberships are political rewards, the tenure of office bill must be expected to fail of support as a practical political measure, unless the second contingency saves it, which is that the member at Albany thinks for himself on every matter which he deems it wise or permissible to do so, and sees the benefit of the measure to be greater than its unpopularity with the few constituents who manage the schools at home. Our tenure of office bill didn't happen to strike the right combination of chances in the legislature. It seemed to threaten some breaks in the fences at home and the members dropped it like a hot penny.

REMARKABLE SCHOOL LAWS FOR NEW YORK CITY.

If, however, the members of the legislature from various districts throughout the state, were unwilling as yet to pass so weighty a measure affecting the schools of their own district, they have nevertheless made educational history at a rapid rate in passing laws affecting the largest city school system in the world. The history of the Ahearn and Davis bills is a chapter in educational progress that seems to me to chronicle the most remarkable thing done for teachers in my lifetime. The whole spirit and effect of those laws was so entirely different from the majority of previous legislation affecting teachers in this state and from almost all the laws of educational import in other states that the measures have excited the wonder of many public men and the solicitude of not a few.

Consider the old style of educational legislation.

Many of you remember a little scene at Albany about six years ago when some teachers had a friend trying to do something in committee towards inculcating into a bill a provision that promised an improve-

ment of their condition. This member made the unfortunate remark: "I think the teachers won't like that."

The chairman replied with perfect sincerity: "Oh, to hell with the teachers." The remark was accepted as quite natural and the measure went in as the committee had prepared it.

But in the past two years we have seen the unusual spectacle of a legislative committee, and even the governor of the state, telegraphing to teachers invitations to come to hearings on educational bills. Lord let not thy servants offend by presumptuous sins. Whereas most of financial legislation upon our statute books provide that not MORE than a certain sum shall be expended for the specified purpose; do you realize that the legislature of New York passed the bill of John F. Ahearn providing that teachers should not receive LESS than certain given sums? This bill was two years in reaching maturity, but by tending and nursing it the teachers of New York seemed to have gained a know'edge and a power without parallel in the history of school organizations. As you are aware the Ahearn bill was a skeleton schedule of salaries, suggesting points where increases should have accumulated to certain sums. As you are also aware the board of estimate and apportionment of the city of New York failed to make the law effective but evaded its spirit in every point where not compelled by the plainest technical command to do so. The result was the most intimate union of the teachers' organizations of the city, the voluntary assessment of teachers, the employment of the most eminent counsel attainable, and the instigation of suits against the financial officers compelling an observance of the law in this and that particular. In this connection I cannot refrain from mentioning the heroic work night and day of two members of our committee, each strong in his own individual way, John H. Haaren and William F. Ettinger.

As you know, the opposition of the financial officials of New York to the adequate operation of the Ahearn law was the very thing that brought about the legislation of the present year, resulting in a law, that with all its imperfections, has two features in it that are bound to serve as shining examples for school systems throughout the world. The first is a schedule of advanced salaries, increasing year by year by known

amounts and for meritorious service. The second is a provision for a uniform tax, of not less than five mills on the dollar, so that these salaries shall be assured. Thus that which every educational institution longs for and works for, that which every loving husband and father wishes to provide for his wife and children, an endowment that shall make possible a look into the future with hope and confidence, has been presented by the people through their legally constituted representatives, to the teachers of New York.

NEW YORK CITY TEACHERS KNOW WHO HELPED THEM.

Do you suppose we do not know that without the aid of the legislators from up the state this thing could not have been? With Mayor, city officials, and members of school boards arrayed against this bill, and only one man in high place, the City Superintendent of Schools with us, do you suppose we don't know what we owe to the representatives that came from your district? Do you think we mean to lie back indifferent whether you get your schools on any better basis or not? I tell you, members from up the state, the time for you to get together is now, and the people for you to call on for help are the teachers of Manhattan, and Brooklyn, and Queens and Richmond. The lesson and example of the present year is too good to be lost. A dozen propitious circumstances conspired to bring about a result more brilliant than the most hopeful agitator dared to prophesy as coming before twenty years. Things came so fast that they made one dizzy. They are so new that they must be made the most of so that some sudden revulsion will not shake them out of reach.

UP STATE TEACHERS NEED STATE AID.

The first thing for you to do is to get the whole state fairly agreed on some act for the betterment of the service and then to push it. New York City will help you in advice, in contributions for expenses, and in personal work in writing and in speaking. In this movement the most formidable opposition will come from the home-rule bogey. Nine-tenths of the mothers in this state still regard the teacher as a sort of nurse and the school as a nursery. Nine-tenths of the citizens think they know more how to manage their own

son than you do, they who have had at most ten children, you who have had them by the hundreds. The citizens want to manage their own schools as they do their own sidewalks; and they want the state to leave them alone; they do not, as a class, recognize the vast improvements that have been made possible to local schools by the state exercise of its inherent power over school matters. The fact that education is a bigger thing than sidewalks, bridges, and any purely local matter is slow to come to American communities and a prejudice against state direction of schools and teachers is easily aroused by any editor with very little thought and no argument. To my mind there are few things more responsible for the backwardness of education in America today than the ease with which a citizen may influence a school in his own community.

TENURE OF OFFICE.

You may spend years in careful study and practice, you may be recognized by the highest educational authorities as a student, and organizer, and an excellent school man, but the corner grocer can turn you out if his wife don't like your daughter's style. There are hundreds of teachers in this state who dare not after a week's hard teaching refuse to take a Sunday School class when they ought to be resting. There are hundreds of school positions in this state in which the occupant is watched, tended and corrected like a little boy, and made to feel his subserviency by a hundred little contemptible slights and snubs and by a system that will make out of any man a fidgety, nervous, suspicious, uncertain little person without a single opinion on religion, politics or any debatable subject. I remember when I was a boy a young woman of wealth and social prominence came from the city to our country town because of the mineral waters there. It fell to me to take her boat riding on the river for her morning outing. There were two girls who lived on our street who used to ask me every day what the young woman said, how she got into the boat, and what she wore; they made a paper pattern of a cape she had left in our boat house, and imitated her in various ways. Boy-like I told Miss B—— of this, and the remark she made was commonplace enough, but like some commonplace things that happen in youth, it remained in my memory. She

said "They are not sure of their position." That is exactly what ails the teachers of New York state; they have no adequate hope that a faithful performance of duty will insure them a continuance of employment. They dare not buy a home on long-time payments; they cannot conceive large long plans for the development of a school. They are intellectual tramps here today and gone tomorrow.

Because one teacher here and there is lazy or mentally inefficient or otherwise unfit, or because some petty political tyrant likes to have the women call on him, the community at large is keeping its schools upset, weak and feeble by its uncertainty in the employment of teachers. The state has been making it harder and harder for a person to become a teacher; a higher class of intelligence is going into the work. It would seem eminently proper for the state to protect its own and to pass laws insuring retention except after a hearing on charges preferred. As the president has said "Tenure of office is the thing this Association ought to push with all its strength as a requisite to the advancement of education."

TEACHER MUST DO BETTER TEACHING.

Concurrent with the improvement of the teacher's condition must come the full measure of improvement in his service or the whole scheme will fail to enjoy a steady and a meritorious growth. Herein lies a danger that every leader in educational reforms has recognized. There is a great amount of dead weight to be carried consisting of the per cent of teachers who never have regarded the calling seriously, who made little preparation themselves, who resist attempts to make them study, who came into the calling to pass away the time while something better was turning up, and whose habit of mind is to do as little work as a teacher as possible. It is the extensive distribution of this kind of person throughout our ranks in larger number than in any profession, that presents the most discouraging front to any solid movement to make the tenure of teachers secure and their wages high. The person approached for his vote on such a measure is almost always able to call to mind at once, some case of a lazy, and inefficient teacher, or of some narrow-minded impossible pedagogue that he has known, and the thought of making

such persons permanent or financially independent is so distasteful that it prevents consideration of the fact that the greater efficiency secured in good teachers, by the confidence of steady employment would far overbalance the waste caused by the lazy ones. The low grade of efficiency of the teacher is still one of the serious problems confronting those who seek to bring education nearer to an adequate realization of ideals. In the last circular sent by your committee to the presidents of the associations of the various states and territories, the question is asked "In what chief respects does the condition of the teacher in your locality need improving?" Maine says "in better preparation for work." New Hampshire says "in better scholarship and professional training," and so the word comes back from all down the Atlantic coast. Florida says "in devotion to the calling and stability in it." The same answers come from Louisiana and around the southern boundary to California and up to the state of Washington and across the northern tier of states back to Maine. Kentucky says "the teacher needs inducement for better scholarship," Ohio says "the teacher needs more education and better education," Iowa says "our state needs more able teachers" and Colorado replies "What we need is more high-grade men and a recognition of the fact that a college education is not too high a requirement for a man who wants to teach an elementary school." This need for better equipped teachers the teachers' associations themselves have got to meet. It requires all the popularizing influences that may be secured. Attempts of supervising officers to force professional study upon the teaching body have always been attended with more or less friction and have always failed of the improvement of the service that was aimed at. Yet it seems that professional study is the inevitable price that must be paid for professional advancement; and it seems as though it were advancing in this state in the face of ridicule, indifference, and actual opposition.

This Association is aiming to popularize and advance professional study through its reading circle, a plan devised to foster professional growth of teachers.

MEANS OF INTERCHANGE OF THOUGHT.

The great need of the Association in the

conduct of the different movements which I have reviewed here is a printed medium for interchange of thought among the members. The purpose of the Association cannot be met by any educational journal at present in existence. The necessity that such papers are under to make money for their owners precludes them from going the whole way which this Association ought to and will go in some directions. The development of our bulletin into a larger and more frequently issued organ of the Association would seem to be a necessity of the times.

THE PRESENT OPPORTUNITY.

In closing this rather informal report of the present outlook of the condition of the teacher your servant reminds you again of the ripeness of the time for doing something. The force of the example of the Ahearn-Davis legislation must not be lost upon the educational world at large. Those of us that are enjoying its benefits want you to get about you an atmosphere of the same kind. There are within the sound of my voice those that would sooner teach a school than do anything else on God's green earth, who love the sight of boys and girls trooping in at the open door, who see in the calling the demand for thought, and invention, and adaptation, as interesting and as fascinating as the mental exercise of any other work, who see the possibility of good results of good teaching indissolubly connected with the future progress of this beloved land, whose daily work is imbued with a consciousness of public duty and public necessity, and public service, that dignifies it and consecrates it; men and women who love what they are doing and who do it well because they love it. I and many ordinary schoolmasters like me want to unite with such persons not for the purpose of blowing the horn for any particular man or party or movement or hobby, but for quiet, tactful, devoted, and effective work towards making the business of the teacher in fact as it is in promise an occupation of eminent service and a calling of sincere regard.

The world turns aside to let any man pass who knows whither he is going.—
Pres. David Starr Jordan.

THE CURRENCY OF FAITH

IN the hall of the Central Market, Charleston, S. C., framed with samples of confederate currency, hangs the following poem which is submitted for its historical value in showing the "other side":

Representing nothing on God's earth now
And naught in the waters below it,
As the pledge of a nation that passed away
Keep it dear friend and show it.
Show it to those who will lend an ear
To the tale this trifle will tell,
Of liberty born of a patriot's dream,
Of a storm-cradled nation that fell.

Too poor to possess the precious ores,
And too much of a stranger to borrow,
We issued to-day our promise to pay
And hoped to redeem it to-morrow.
The days rolled on and the weeks became
years,
But our coffers were empty still.
Gold was so scarce that the treasury quaked,
If a dollar should drop in the till.

But the faith that was in us was strong
indeed,

Though our poverty well we discerned.
And this little note represented the pay
That our suffering veterans earned.
They knew it had hardly a value in gold,
But as gold our soldiers received it.
It gazed in our eyes with a promise to pay
And every true soldier believed it.

But our boys thought little of price or pay
Or of bills that were overdue.
We knew if it bought our bread to-day,
It was all our poor country could do.
Keep it. It tells all our history o'er.
From the birth of the dream to its last.
Modest and born of the angel of hope
Like our hope of success IT PASSED.



MEETING OF ULYSSES AND TELEMACHUS

From
Story of Ulysses

Courtesy of
AMERICAN BOOK CO.

WHY PEOPLE WRITE POORLY

BY H. W. ELLSWORTH, NEW YORK CITY

I AM gratified at the recognition of penmanship in recent numbers of your most excellent journal as reflecting a healthful awakening in this most fundamental study. The paper by Prof. Zaner was timely and well expressed some valuable and professional experience and observation. Yet I cannot agree with all of his conclusions and remedies, especially the return to the long ago tried and abandoned custom of dosing children with letters three-quarters of an inch high on the theory that it will prevent "excessive finger action" and "pen gripping," which it will most assuredly necessitate. A better and surer plan would be to train beginners, first on the blackboard with chalk and later on large sheets of manila paper with pencil until the writing forms and motions are thoroughly habituated; then reduce the same to current size on writing paper with ample pen and ink practice. The celebrated Porson attributed his remarkable penmanship to such elementary training by his father.

The professor's sovereign remedy for writing poorly, "to require no small writing of children until ten years of age" is obviously impracticable and abortive, but may mislead zealous teachers, lacking in foresight and experience, into serious consequences by attempting a remedy which savors of the old lady's advice to her daughter on learning to swim, "don't go near the water!"

It is one of the earliest ambitions of the child to be able to write as he sees others doing and the time of this aspiration is

the occasion to teach him the proper essentials of letters and ways of producing them to express ideas. To ignore, thwart or delay this desire to a later period, when other subjects and ambitions engross his mind, means usually to defeat its ultimate attainment properly by a loss of the healthy pride and interest and feeling of its necessity as well as the cumulative benefits of habitual practice which today is the chief reason "why people write poorly."

Educators realize that it is impracticable to deprive children of the privilege and advantage of ordinary writing in school work until half the school course is completed in the other branches requiring penmanship as a means of expression. His paper, excellent in so many respects, points to the necessity of defining the various stages for penmanship teaching adapted to the school curriculum rather than to the age of pupil which at best is but approximate since child development, sex and temperament even must determine the character of penmanship instruction at any given age.

My own extended experience and conclusion is that the art of writing can and should be begun in the primary and continued with penmanship study through advancing grades until graduation. I have accordingly undertaken to ascertain and define the course in proper writing stages for each school grade for the guidance of intelligent teachers in my "Illustrated Lessons and Lectures on Penmanship," recently published, which I hope may have inspired the writer of the paper referred to.

HENRY BARNARD

HIS SERVICE TO HIS COUNTRY NO LESS THAN TO EDUCATION, WARRANT, IN OUR OPINION, THE EXTENDED NOTICE GIVEN TO DR. HENRY BARNARD, ALTHOUGH HIS DEATH OCCURRED EARLY IN JULY

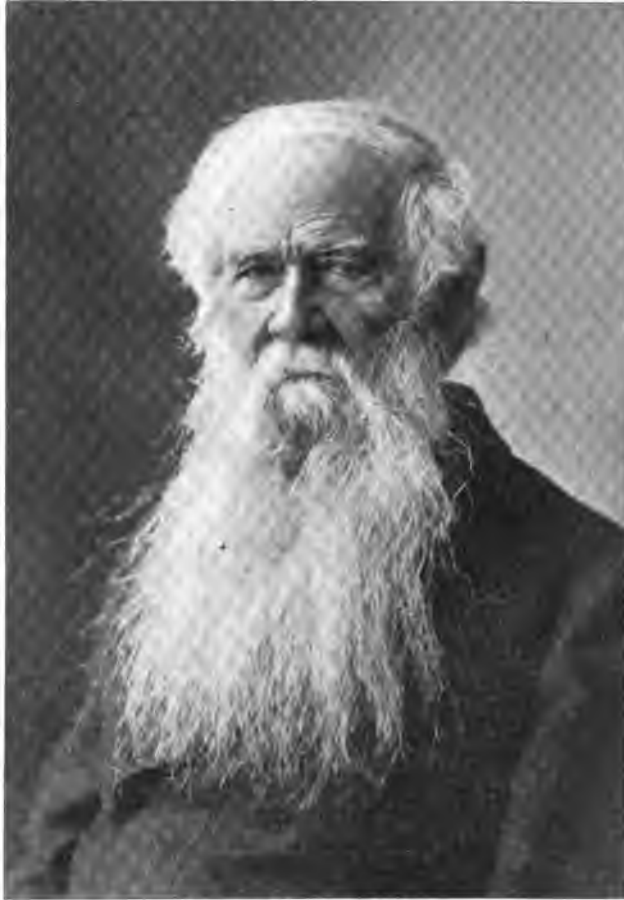
DR. HENRY BARNARD, LL. D., probably the most eminent of American educators of the nineteenth century, died at his home in Hartford, Conn., July 5, in his ninetieth year. His death occurred in the same room in which he was born in 1811. Although fifteen years younger than Horace Mann and Mary Lyon, he began his professional career about the same time

they did and was in his prime in the times of Webster, Clay and Calhoun. Still, he was an active worker up to the present year. His career virtually embraces the whole history of the American school system.

Mr. Barnard's education was acquired in an academy at Monson, Mass., and at Yale College, graduating at nineteen with honors. Among his fellow students were many who

subsequently became prominent in official or professional places. His first intention was the law, for which he studied and was admitted to the bar. Before practicing, however, he made an extensive tour of Europe, meeting the greatest English writers, and on his return was elected to the Connecticut legislature. Here he first showed his intense interest in the cause of education. Through his eloquence and

position he was active in organizing the schools of the state, in writing elaborate annual reports and in establishing the Connecticut *School Journal*. Four years later the legislature abolished his office, at which time the Rhode Island legislature paid Prof. Barnard the rare tribute of meeting in joint session to listen to an address upon education. In consequence of it, Rhode Island established a school board



HENRY BARNARD

magnetism, Connecticut secured its law providing for a state board of education. About this time Horace Mann left the Massachusetts legislature to devote his life to the cause of education. Barnard was a great admirer of Mann. With every prospect of success in law and politics, Henry Barnard chose the less showy vocation or profession of education. He began as secretary of the Connecticut board, in which

similar to that of Connecticut and put Dr. Barnard at its head. At this time he was working on a history of education and did not wish to accept the position. He yielded, however, when the Governor said: "Isn't it better, Barnard, to make history than to write it?"

In the ensuing five years that he held this position Dr. Barnard did great things for Rhode Island schools, securing for the

first time public taxation for their support. Thousands of pamphlets were distributed and libraries of at least 500 volumes were established in all but three towns in the state. He left this position on account of ill health. Later on Connecticut, having heard of his great work in Rhode Island, repented of her former treatment of him and invited him to become principal of the new state normal school and state superintendent. This work he carried on for five years, pausing for rest. Next he accepted the presidency of the University of Wisconsin, remaining there two years. In 1876 he was elected president of St. John's College, Md., which place he occupied when, in the following year, the President of the United States asked him to become the first

national commissioner of education. His wide experience and personal acquaintance with educators gave the bureau high standing at once. From 1855 to 1893 Dr. Barnard published a series of annual volumes on education known as the "American Journal of Education." Financially this was a losing venture but the work will be a lasting monument to its author and a standard of educational thought and information during this period. No one can ever write about American or European educational affairs from 1820 to 1875 without drawing most of his information and inspiration from the writings of Henry Barnard. He had all the instincts of the scientists, the patience of an historian, the poise of a statesman, and the zeal of a reformer.

SCHOOL MEN OF THE HOUR

Dr. FRED. W. ATKINSON

(For portrait see front cover)

HOWEVER much we may differ as to the wisdom of our going to or keeping the Philippine Islands, all would probably agree that those islands would be benefited by the introduction of the American public school system with all it implies and that the person assigned this task certainly has undertaken a work demanding the greatest energy, ability and good judgment. In the selection of the gentleman assigned the work of the organization of school systems in our so-called colonial possessions the advice of President Eliot of Harvard is said to have been largely followed. If so, the selections made are additional evidence of the accuracy of his knowledge of educational men as well as conditions in the United States. When Alexis Frye was chosen for Cuba, all intelligent school men at once saw the fitness of the appointment. The selection of Fred W. Atkinson, principal of the Springfield (Mass.) high school for a similar post in the Philippine Islands met with equal approval. Although Mr. Atkinson had been at Springfield but a comparatively short time he kept that school up with the best educational work done in Springfield, and made a wide reputation for himself for high scholarship, sound judgment and a keen and broad insight into educational principles and conditions. Mr. Atkinson is young, vigorous, active and

enthusiastic and tactful. Even at the risk of using a much abused phrase we must say that he is the right man for the place. Speaking of his acceptance of the position the *New England Journal of Education* says:

"Dr. Fred W. Atkinson, principal of the Springfield (Mass.) high school, will go to the Philippines as superintendent of education. He was the choice of President Eliot. No man has made a greater sacrifice for his country, barring, of course, those slain or wounded in war, than he makes. His position in Springfield is as desirable as a school position could well be. He has as ideal a building and school as there is in the country. He is admired to the limit personally, scholastically, and professionally. He has a beautiful home, with everything to attach him to New England. He is thirty-five years old, was born in Reading, Mass., May 23, 1865, graduated at the Bridgewater (Mass.) normal school, taught at Upton, Mass., graduated from Harvard, taught the Westfield (Mass.) high school, studied in the universities of Germany, and returned to take the principalship of the Springfield high school. He goes to the Philippines from a purely missionary spirit, knowing that to no one else will be given a better opportunity to develop those vast possessions through the education and character of the people."

Dr. FRANCIS J. CHENEY

MANY teachers can recall the contest made by Dr. James H. Hoose to prevent his removal from the principalship of the Cortland Normal and the embarrassing situation Dr. Cassety, now of the Buffalo Normal, was placed in while holding the position pending the adjudication of the question. Such teachers can remember and others can well appreciate the peculiarly delicate task undertaken by the person selected to succeed Doctors Hoose and Cassety—Dr. Francis J. Cheney.

Francis J. Cheney, A. M., Ph. D., born



DR. FRANCIS J. CHENEY

in Warren, Pa., about fifty years ago, graduated from Genesee College, now Syracuse University, in '72, head of and a Phi Beta Kappa in the first class sent out after the college was merged in the university. After graduating he taught mathematics in Antwerp, was principal at Dryden, admitted to the bar in '80 and was about to go west to practice law when he was offered such inducements to become principal of the Kingston Free Academy that he abandoned the project of going west and went to Kingston to teach. While there, he declined the chair of English in Syracuse University, the superintendency of schools at Olean, and the principalship of the State

Normal School at Greely, Col. In '91 he was elected inspector in the office of the Regents of the University of the State of New York and later in the same year accepted the principalship of the Cortland Normal School, but not until it was definitely settled that his predecessor was not to remain.

It was a delicate and responsible position for any one to assume at that time, owing to the feeling aroused in the community over the removal of Dr. James H. Hoose who had been principal of the school for more than twenty-three years. By careful and conservative management Dr. Cheney soon succeeded in allaying the irritation incident to the bitter controversy over the removal of his predecessor, and for several years Cortland has been at peace and the normal school has steadily progressed. During Dr. Cheney's administration a large addition has been made to the building; the old building has been thoroughly renovated; science laboratories have been fitted up and furnished; a kindergarten department has been established; the library has been greatly increased in the number and improved in the quality of the books found on the shelves; the attendance in the normal department has increased from 384, 1891-'92, to 640, 1898-'99. The graduates of the school continue to be in great demand. The local board and faculty of the school have given their most hearty cooperation and are therefore entitled to a large share of the credit for what has been accomplished during the last nine years in placing Cortland among the largest and best normal schools of the state.

With a most beautiful location, a united and able faculty, an intelligent and appreciative local board, a student body pursuing its work actuated by the highest motives, a large and well equipped building, Dr. Cheney has a position as enviable as it is responsible.

Dr. Cheney is a large, well built man, of genial manner and possesses abundant vitality and an enormous capacity for hard work. His popularity with his fellow workers is evidenced by his election in '89 to the presidency of Associated Academic Principals of the State, as well as by the warmth with which his appearance is greeted at educational gatherings not only by the Cortland Alumni but by the general teaching force of the state as well.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

ONE deed may mar a life,
And one can make it;
Hold firm thy will for strife,
Lest a quick blow break it!
Even now from far on viewless wing
Hither speeds the nameless thing
Shall put thy spirit to the test.
Haply or e'er sinking sun
Shall drop behind the purple West
All shall be lost—or won!

—Richard Watson Gilder.

MANY teachers succeed admirably in presenting work to their classes, but fail completely in getting their classes to assimilate and retain the instruction given.

THE skillful teamster, with a heavy load, on an up-grade, does not always drive straight up the hill without stopping. While his main course is upward, he slants the hill wherever there is the opportunity.

Do not think of your faults, still less of others' faults; in every person who comes near you, look for what is good and strong; honor that; rejoice in it; and as you can, try to imitate it; and your faults will drop off like dead leaves when their time comes.

If there is no argument against equal pay for men and women, there remains the suspicion that it means lower wages for all women or fewer women in the schools. The chief reason why half the teachers are not men is that it is a reflection for a man to teach on woman's pay.—*New. Eng. Journal of Education.*

Is it not about time for a reform in the present system of licensing teachers? Let the candidate's general education be shown by diplomas from the regular public schools or by the Regents' diplomas in New York State, instead of by special teachers' examinations. The teachers' examination should be confined to testing the knowledge of the candidate in methods of instruction and her general fitness for the work to be performed.—*Educator.*

ASSIGNING lessons to be learned outside of school hours may give parents a favorable impression of the school, but such work is usually productive of more evil than good. Your pupils do not know how to study by themselves, and their work is usually done for them by others. Besides, if the teacher requires proper application on the part of the pupil during the regular school hours, this is as much as the child's mind should be taxed.—*Educator.*

A DISCRIMINATING writer in commenting on the retirement of Supt. E. B. Andrews from the charge of the Chicago schools, says the doctor failed to accomplish results worthy of his talent through lack of diplomacy. It may be true. We are too far away from Chicago to know its inner history: We are, however, fully convinced that in the general management of school affairs the people are much too lenient and good-natured. Just now there is more need of plain speaking than of diplomacy.

THE bringing together of boys and girls into the same class-rooms and recitation-rooms is according to the laws of nature and of society. The separation of boys and girls in the process of elementary education, if it has any basis at all, is based upon a totally false conception of human relations and of moral culture. It suggests clearly ideas which belong to the middle ages and which prevail to a degree in certain European countries, but which no rational people think tend to the betterment of the morals of either sex.—*Supt. C. B. Gilbert.*

OUR schools can never be what they ought to be until the very best men can be kept in them as teachers. It is not enough that each state can boast a few educators on an equal in ability with the best lawyers, editors and business men. Every community with a hundred or more children to educate should have at the head of its schools a man the equal in ability, in education, in experience, in culture and in business tact to the best. And what right has the community to expect this unless it is willing to pay what the best men can obtain in other callings?—*Educator.*

At the exercises celebrating the affiliation of Barnard College (for women) with Columbia University at New York, President Lowe announced that the woman who is now at the head of Barnard became a member of the Columbia University Council. He also said that more women would be added to the faculty as more professorships were established. This brings into strong contrast the action of Cornell University trustees in deciding that no woman shall have a place on its faculty, the one already there having been displaced.—*Pathfinder*.

SUSAN B. ANTHONY was once at a teachers' association when a discussion was had as to why teachers are not held in as high esteem as doctors, lawyers and ministers. Mrs. Anthony got the floor and shot the following bombshell:

"It seems to me you fail to comprehend the cause of the disrespect of which you complain. Do you not see that so long as society says that woman has not brains enough to be a doctor, lawyer or minister, but has plenty to be a teacher, every man of you who condescends to teach, tacitly admits before Israel and the sun that he has no more brains than a woman?"

In his address before the Boston Public School Association President Elliot of Harvard said: "The experience of Harvard University has shown that it pays to insure employees against privation in their old age. Pensioning officials is not in the line of extravagance; it is, on the contrary, a matter of economy. You can get better work from people who are not haunted all the while by the specter of the poorhouse. Governor Crane's paper mills at Dalton are a case in point. Three generations of Cranes have been making paper there, and never a strike. Why? Because their employees are all pensioned."

As I jog along in the afternoon of life, approaching the sunset, I am impressed with some things it would have been greatly to my advantage to know much earlier in the day. One of these things is that complete self-mastery which begets moderation. How to live and how best to do life's work are the great problems of human life. A man's life is given him to use, not to con-

sume. There is need of energy, there is need of industry, and there is often need of promptness; but there is little need of hurry, and no need at all of worry. Time is long, eternity is longer. Nature is deliberate in all her operations; there is no hurry nor flurry. From her we should learn lessons of moderation and repose.—*Exchange*.

THERE is a wide difference between criticism and faultfinding. Any one can find fault, and, usually, the more ignorant and prejudiced one is, the more apt will he be to complain and find fault. Just criticism is always helpful, because it brings to one's attention errors and mistakes of which he was not conscious and helps him to correct them. A critic who wants to help will commend wherever possible and criticize by pointing out the mistakes and suggesting a remedy. The faultfinder calls attention to the error, real or supposed, in a sneering or abusive manner, but offers no hint that will prove helpful. The friendly critic should be encouraged, but the faultfinder has no right to a place in the community. Any reasonable person will listen to and profit by a friendly criticism, but a grumbler and faultfinder can offend a saint.

THE admission of pupils from the district schools to the Dayton high school on the exclusive basis of recommendation by their teachers was found to be inexpedient. Variations in the personal equation of the great number of teachers whose judgment entered into the decision and brought about variations in the standard for admission which seriously enhanced the difficulties of the initial work in the first year class of the high school, and had unduly increased the number of admissions. In order to meet these difficulties, it was decided to subject recommended candidates for admission to a suitable supplementary examination, and to decide their claims for admission upon the combined result of the recommendation and examination. At the same time teachers were given to understand that the effectiveness of their work would be tested, not upon the number recommended for admission, but rather upon the percentage of admissions on the basis of their recommendations. This measure accomplished the desired results.—*Report*.

NOT long ago I was on a street car, in a hurry to get down town to business. The car came to a dead standstill; the ubiquitous coal wagon was in front, delivering a load. The conductor got down, and in no pleasant manner urged the colored man to make haste. "You can git pass dar," said the darkey, as he pulled his mules farther around. "No, I can't; hurry yourself," said the conductor. "Why, boss, a car jis' passed me." "Well, not one like this; come, get a move on you." "I'se sartin it was jis' the same; you try and see if she won't go by." "Move her easy," called the conductor to the motorman. The car slid on and stopped at the hub of the coal cart. "Wait a minnit, boss, while I jis' pushes dat gate in about half an inch." The gate on the car front was bulging outward slightly. He did so, and the car passed on without a scratch; but what amused me was the look of satisfaction on the darkey's face, and the remark he made to the conductor as the tail end of the car passed him: "We was bofe right; hey, boss?" Both right, often.—*Pennsylvania School Journal*.

HOWEVER it may be with men in other walks of life, teachers should not grow old. Infirm in body they may become, but fresh and vigorous in spirit they should always remain. Daily association with children should keep them young. Association with the brightest and best of this world, and drinking hourly at the Fountain of Youth, should preserve, even down to old age, the very bloom of youth. Men should not grow old in spirit, "Even though the almond tree may blossom and those that look out of the windows be darkened." Gladstone did the best work of his life between sixty and eighty years. Tennyson penned the finest lines in all of his songs in those later years of life "Before he crossed the Bar." Dr. Arnold taught with increasing power at Rugby, though the years were multiplied and he was wanted by those who sat at his feet down to the last hour of his life.

After all, if we are branded "not wanted," the fault may be our own. The world is constantly starting new currents on which is borne the newest and best thought. We should turn these currents into our own being and keep ourselves in touch with the best that there is. The best will live and

bloom always, and we shall live and bloom with it, if we can make it a part of ourselves.—*School Review*.

A PRINCIPAL sends us the following copy of a letter, with this note:

"I fear that as teachers we do not always realize how exacting we seem to be in the eyes of some parents. The enclosed excuse is a copy of one recently received by a teacher and presents a parent's view."

Miss —

Now in regards to Hattie being late, I will simply say this, you are young and have only your school duties to attend to which is very slight to what I have to attend to. I am a mother of 6 besides my husband and myself to do and 2 and 3 washings a day for others besides my own to attend to dinners to get dinner pails to attend to nursing of others to attend to and to keep my children clean and whole to attend school and no night sees me in my bed before three or four in the morning and if you think you could do any better than I do I will give you one weeks chance to try I would only be too glad for you to try and see then if you would come out as near perfect as I do You have been told often the reason why the children is late and I do not keep them home unless sickness*detains them and that you have been told. A woman of my age nearly 40 years cannot be expected to do as one of your age. Mrs. —.—*School Bulletin*.

THE following are taken from a paper prepared by Dr. Daniel Folkmar, of the University of Chicago, on "The Duration of School Attendance in Chicago and Milwaukee":

Of those who enter the schools,

1. About one-third go no further than the first grade.
2. About one-half go no further than the second grade.
3. About two-thirds go no further than the third grade.
4. About three-fourths go no further than the fourth grade.
5. About nine-tenths go no further than the sixth grade.
6. About 97 per cent go no further than the eighth grade.

7. About three in every 1,000 graduate from the high school.

In the face of such facts the most optimistic imagination must stand almost aghast. The schools are not doing that for which the public treasury pours out its wealth, namely, to produce a self-reliant, self-supporting, thinking citizenship.

Something must be done to improve these conditions. Will manual training do it?—*State Supt. Hammond, (Mich.)*

THE announcement that Wesleyan University has taken the first decisive step toward the exclusion of women students because they are women sounds strangely out of tune with the symphony of social progress on the eve of the twentieth century. There is no feature of our educational and social awakening in the latter half of the nineteenth century which has found so general approval and acceptance as that of coeducation from primary grade to university. Even the medical and technical colleges have generally succumbed

to the rising tide of woman's individuality as based in the profound desire for economic independence. And the more the bars were let down the greater was the conviction that the association of male and female students at all stages of their education was beneficial to all concerned. Such being the rule, Wesleyan must represent the proving exception. Doubtless there are still men living, so attached to the glamour of "good old college days," that when they chance to find themselves in an administrative majority they try to turn the clock of progress backward. But there are really not two parties on the question of having our schools and colleges open to all fit to come regardless of sex difference. Colleges exclusively for women will cater yet a while to conservative sentiment, but a college exclusively for men is already a curiosity. Wesleyan is out of step with the world's progress and probably another generation will see her in step again with a new and broader opening of her portals.—*Pathfinder.*



DANIEL IN THE LIONS' DEN

From
Guerber's Story of the Chosen People

Courtesy of
AMERICAN BOOK CO

FOR THE SCHOOL ROOM

NATURE STUDY

THE following plan of "Observation Work" is suggested. Let the plan be followed faithfully *in spirit* and note results:

Work for three years is provided; it is to begin in the first grade; each class reciting ONCE A WEEK, the remainder of their time being spent in observation and gathering material. The teacher is expected to carefully prepare the work in advance. There is something of the scientific spirit in every child, and the teacher must not commit the error of leaving it undeveloped. Let the work begin in the first grade and continue throughout school life.

These lessons are arranged so that the child may have three years' work in zoology, botany, physics and geology. A lesson in each is provided for each month. An effort is being made to select subjects adapted to age of pupil, season of the year, and to the material that surrounds every school house in the state. The objects are to awaken the scientific spirit, to cultivate observation, to open the fields of the various branches of physical science, to prepare the way for mature study of these branches in after life, and to gather a vast fund of information.

The numbers refer to the week of the month in which each lesson should be presented. The teacher should outline each lesson something like outline given of the first lesson in each year. Use simple experiments to illustrate every lesson if possible.

First Year

SEPTEMBER:

1. The home of insects. (Zoology).
 1. In what places are insects found?
 2. What insects live under stones?
 3. What insects live in walls?
 4. What insects live on grass?
 5. What insects live in the ground?
 6. What insects live on rotten wood?
 7. What insects live on roots and bark?
 8. What insects live on and in water?
 9. What insects live on animals?
 10. Other insects?
2. The food of trees. (Botany).
3. Evaporation. (Physics).
4. Soils—kinds. (Geology).

OCTOBER:

1. Larvæ—make a collection.
2. Lesson on leaves.
3. Color—flowers, leaves, &c.
4. Make a collection of rocks.

NOVEMBER:

1. What birds have we now?
2. Rootlets.
3. Vapor.
4. Classified rocks collected.

DECEMBER:

1. What birds have come?
2. Frozen twigs.
3. Is there any air in water?
4. Properties of rocks collected.

JANUARY:

1. What wild animals spend the winter with us?
2. Living and dead buds.
3. Air occupies space.
4. Strata of rock.

FEBRUARY:

1. The food of domestic animals.
2. Sap.
3. The thermometer.
4. Rocks—their story.

MARCH:

1. The return of birds.
2. The spread of roots.
3. Things that fall; that rise.
4. Salt.

APRIL:

1. The homes of birds—nests, &c.
2. The weeds in a single square yard of ground.
3. Things that sink; that float.
4. Shells.

MAY:

1. Flies.
2. Learn names of all common flowers and weeds.
3. Magnetism—Common experience with comb and paper; knife and loadstone.
4. Building stone.

Second Year

SEPTEMBER:

1. The work of insects.
 1. How do insects escape from their enemies?
 2. How do they get their food?
 3. How do they feed their young?
 4. How do they keep warm?

5. How do they change their clothing in winter?
6. What insects destroy each other?
7. What insects destroy plant life?
8. What insects destroy human life?
9. What insects injure buildings?
10. What insects build islands?
2. The growth of trees.
3. What effects evaporation?
4. Soils—their contents.

OCTOBER:

1. Larvæ—box, feed and observe changes.
2. Falling leaves.
3. Color—lessons from papers and common objects.
4. Collection of curiosities, antiquities and minerals.

NOVEMBER:

1. The immigration of birds.
2. Transplanting trees.
3. Is vapor pushed up or pulled up?
4. Classification of minerals and antiquities.

DECEMBER:

1. Insect life in December.
2. Shapes of trees.
3. Cooling of land and water—sea breezes.
4. Properties of minerals.

JANUARY:

1. The food of wild animals.
2. Indoor shrubs.
3. Weight of air—force pump.
4. Erosion.

FEBRUARY:

1. How domestic animals eat.
2. Evergreens.
3. Heat as applied to water—ice, &c.
4. Rocks—their contents.

MARCH:

1. Cocoons.
2. Where trees live.
3. Falling bodies—weight.
4. Coal.

APRIL:

1. Earthworms.
2. Keep a record of the blooming of trees.
3. Living bodies sink and dead bodies float.
4. Chalk.

MAY:

1. Bees.
2. Keep a record of appearance of common flowers.
3. Magnetism—magnet and needle.
4. Building stone—limestones.

Third Year

SEPTEMBER:

1. The butterfly.
 1. What do they eat? where do they get it?
 2. How do they escape from enemies?
 3. Where do they live?
 4. Kinds.
 5. Do they store up their food?
 6. Where do they stay at night?
 7. Do they ever change their colors?
 8. Do they have a prior life?
 9. What good do they do? What harm?
 10. What becomes of them?
2. Growth of fruits.
3. Dew.
4. Soils—their products.

OCTOBER:

1. The insect's bedroom.
2. Seeds and nuts.
3. Prismatic colors—the rainbow.
4. Collection of fossils.

NOVEMBER:

1. Preparation of insects, birds and animals for winter.
2. Do trees hibernate?
3. Clouds.
4. Classification of fossils.

DECEMBER:

1. Lesson on the cat and dog.
2. Comparison of wood. Make a collection of various woods.
3. Frost.
4. Petrefication.

JANUARY:

1. Habits of wild animals.
2. Study of barks.
3. Air-pump.
4. Upheavals.

FEBRUARY:

1. Comparative anatomy—domestic animals.
2. Glues from trees—evergreen.
3. Heat as applies to air—winds.
4. Rock—how made.

MARCH:

1. The silk worm—silk industry.
2. Germination—seeds, &c.
3. Center of gravity.
4. Oils of vegetable origin.

APRIL:

1. The insects of the month.
2. Buds.
3. Specific gravity.
4. Corals.

MAY:

1. Reptiles of the neighborhood.
2. Analysis of the flower.
3. Magnetism—the surveyor's compass.
4. Building stones—granite and others.

—*Southern School Journal.*

Thoroughness

THOROUGHNESS is often best secured by indirect teaching. All teachers believe thoroughness to be essential, and it is; but the way most used to secure it is not always the best. Repeated drilling upon lessons until the facts are well fixed in memory, important as it is, does not secure true thoroughness; for to know "by heart" is not necessarily to be thorough.

To be thorough is to *understand*; and a pupil cannot understand a lesson or a subject fully until he has some knowledge of the next higher one. A student cannot be thorough in arithmetic, for example, until he knows something of algebra and geometry. The pupil should be passed to the next lesson or the next higher subject as soon as he knows the facts, and understands the principles, of the lower study *sufficiently to enable him to apply them in the higher.*

This seems self-evident but it is not so treated in practice. Pupils are kept grinding over the same grist in order to become "thorough." But they get further away from true thoroughness at each going-over. It is better for the pupil to go into a new and more advanced subject, even if he finds it necessary to refer frequently to the books or lesson just laid aside. Not only does he, in a new subject, have both the stimulus of new facts to call forth greater mental activity, and the helpful consciousness of progress, but he is also forced to use his partially acquired knowledge of the less advanced subject in mastering the higher. The mind is thus brought to a tension *above* what is necessary for the comprehension of the lower study, and so more readily becomes thorough in it.

The teacher is losing time and wasting energy when he tries to produce thoroughness by direct teaching alone. To illustrate: A pupil should not be kept on the multiplication table till he can say it all without a slip, but as soon as he knows the table, or a part of it, fairly well, he should be put to work on simple problems in the solution of which multiplication is a necessary but

secondary process. As soon as the pupil has some familiarity with geography, he should have history presented to him in a way that *assumes* his knowledge of geography.

As long as the multiplication table is taught as an end in itself, the mind of the learner will be keyed up only to that point; but when a problem is set that involves multiplication as a *subsidiary* process, the mind becomes keyed to the more difficult work and thus thoroughness is *indirectly* reached in the minor matter. Constant drilling in geography will result in strong aversion to that subject; but if history and general reading be so taught as to demand accuracy of geographical knowledge as a subsidiary matter, the result must be true thoroughness in geography.

In the truth of this principle lies the excellence of supplementary reading. If the pupil is kept in the second reader, for example, until he can read it through without miscalling a word, he is a loser thereby: If put to work in supplementary reading matter, he shows marked improvement, because he now reads for the *thought*, and the mere calling of words becomes of secondary importance.—Roark's "*Psychology in Education.*"

Composition

DIRECT AND INDIRECT NARRATIVE

I.

A *direct quotation* is one whose exact words, as well as thought, are copied; as, Nathan said to David, "*Thou art the man.*" An *indirect quotation* is one whose thought but not whose exact words, is copied; as, Nathan told David *that he was the man.*

The direct quotation is set off by the comma, begins with a capital letter, and is inclosed within quotation marks—though these *may be* omitted. The indirect quotation is not generally set off by the comma, does not necessarily begin with a capital letter, and is not inclosed within quotation marks.

II.

A *direct question* introduced into a sentence is one in which the exact words and their order in an interrogative sentence are preserved, and which is followed by an interrogation point; as, Cain asked, "*Am I my brother's keeper?*" An *indirect ques-*

tion is one which is referred to as a question, but not directly asked or quoted as such, and which is not followed by an interrogation point; as, Cain asked *whether he was his brother's keeper*.

The direct question introduced into a sentence is set off by the comma (but no comma is used after the interrogation point), begins with a capital letter, and is inclosed within quotation marks—though these may be omitted. An indirect question is not generally set off by a comma, does not necessarily begin with a capital letter, and is not inclosed within quotation marks.

If the direct quotation, whether a question or not, is formally introduced, it is preceded by the colon; as, Nathan's words to David were these: "*Thou art the man.*" He put the question thus: "*Can you do it?*"

EXERCISE I.

(a) *Point out the direct and indirect quotations and questions in the following sentences, tell why they do or do not begin with capital letters, and justify the use or the omission of the comma, the interrogation point, and the quotation marks.*

(b) *Rewrite these same sentences, changing the direct quotations to indirect, and the indirect to direct.*

1. Antony's opening sentence was, "If you have tears, prepare to shed them now."

2. I have been very brief in my version of the story, because I know full well that to be brief "is the soul of wit."

3. Mr. Gladstone says that drink has produced evils more deadly to mankind than those caused by war, famine and pestilence combined.

4. A portion of Plato's belief was, that the elements were peopled with spirits.

5. Shakespeare's words concerning much talking are: "Talkers are no good doers."

6. "What do you mean?" asked the man; "how can a rope be used for binding flour?" "A rope may be used for anything," replied the man, "when I do not wish to lend it."

7. A rich man once said to his poorer brother, "Why do you not enter the service of the king, so that you may be relieved of the baseness of labor?"

8. Finding no remedy, he said to himself, "It is better to die than to live in such misery as I am compelled to suffer from a

master who treats me and always has treated me so unkindly."

9. And they said one to another, "We are verily guilty concerning our brother, in that we saw the distress of his soul, when he besought us, and we would not hear: therefore is this distress come upon us"

EXERCISE II.

Write five sentences containing direct quotations, some of which shall be formally introduced, and some of which shall be questions occurring at the beginning or in the middle of the sentence. Change these to the indirect form, and look carefully to the punctuation and the capitalization.

EXERCISE III.

The following exercise will be found useful drill at this stage of the session:

1. Rewrite the following sentence in at least ten different ways, without altering the words or the meaning.

(a) The ablest of the new councillors was, beyond all doubt, Philip Francis.

2. Combine the following groups into simple sentences:

(a) He arrived at Benares. He sent a paper to the Rajah. It contained the demands of the government.

(b) In 1778 war broke out with France. The Rajah was compelled to pay 50,000 pounds. This was an extraordinary contribution. It was in addition to his fixed tribute.

3. Combine into compound sentences:

(a) He certainly concealed the transaction for a time. He concealed it from the council in Bengal. He concealed it from the directors at home. He never gave any satisfactory reason for its concealment.

(b) The captive prince was neglected by his goalers during the confusion. He let himself down to the water by a string. The string was made of the turbans of his attendants. He found a boat. He escaped to the opposite shore.

4. Combine into complex sentences:

(a) Hastings had sent an expedition westward. Most of his undertakings were successful. This one was not so successful.

(b) A new and formidable danger compelled Hastings to change his policy. Otherwise his plans would have been carried into complete effect. This seems probable.—*Canadian Teacher.*

Some Psychology

THE TEACHER

THE TEACHER OUTLINED

THE sensibilities stand in a commanding relation to both the will and the thinking powers. To ignore their importance is to ignore that which has given the best teachers of the world their greatest success. An iceberg has no power to mould child nature, neither has a blazing pine-knot nor a stubborn mule. A successful teacher must combine clearness and strength with warmth, light and unyielding determination. Tears alone have no power. They may give evidence of remarkable weakness, and an ignoramus will be kicked out of doors by pupils who have not a particle of sympathy with his misfortunes. They will laugh him to scorn, for unsympathetic and ignorant stubbornness always provokes merriment.

A PERFECT TEACHER.

This mythical personage has equally developed all three qualities, Will, Feelings, Knowledge. Here we represent him:

NO. 1.	WILL	FEELINGS	INTELLECT
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He can't be found except in educational journals. Some teachers, especially those inexperienced, would be represented like this:

NO. 2.	Will	FEELINGS	Intel-lect
--------	------	----------	------------

Great feelings; little intellect and will. Other teachers, especially the old "crammers" and "grinds," are as follows:

NO. 3.	WILL	INTELLECT	Feel-ings
--------	------	-----------	-----------

Great will and knowledge; almost no feeling. With such teachers the "know something" and the "must" are grand educational forces. They would give more for an excellent "recitation" than for all the sentiment in the United States. No. 2 will laugh and cry in the same breath; the will is weak, and the examination papers poor. Such teachers marry early, and teach small schools at home.

SELF-EXAMINATION.

Draw your diagram carefully and honestly. It will do you good. Make it six

inches long, and subdivide it into its proportional parts. The suggestion is an excellent one, and needs no further explanation.—*Exchange*.

Construction of Participles

NOTE.—The following outline contains illustrations of every possible construction of the participle. There are three other uses of participial forms: (1) Progressive form of the verb—The boy is *running*; (2) Participial adjective—The *running* brook is clear; (3) Participial noun—The *cackling* of geese saved Rome. None of these are participles.

1st AS A NOUN.

1st In the nominative case.

1st Subject of a finite verb.—*Reading* the best literature is profitable. *Having been* there is having had a hand in the crime.

2nd Predicate after a finite verb.—Noun attribute: Loving our neighbors is *fulfilling* the law.

3rd In apposition with another participle in the nominative case.—*Dying, passing away*, is dreaded by some more than others.

2nd In the objective case.

1st Object of a finite verb.—I began *reading* Milton. He acknowledged *having been robbed*.

2nd Object of a proposition.—He was accused of *having stolen* the goods. After *having been defeated* the army retreated.

3rd Objective subject of an infinitive.—He thought *reading* history to be understanding it.

4th Objective predicate of an infinitive.—"*Understanding*" in the above.

5th Objective complement.—I felt my heart *beating* faster.

3rd In the absolute case.

1st By pleonasm.—*Whispering* or not *whispering*, that is the question.

2nd With a participle.—*Communicating* with others having been forbidden, the examination proved an honest test.

3rd In apposition with a noun in the absolute case.—*Delightful task, teaching* the young idea.

4th By exclamation.—*Killing* his brother! Shame!

2nd AS AN ADJECTIVE.

- 1st Limiting a noun directly.—*Seeing* his men were dissatisfied, Columbus tried to pacify them. The shower *having passed*, we resumed our journey. The letter, *written* in haste, contained many mistakes
- 2nd As a predicate adjective, or attribute complement.—He stood *trembling*.
- 3rd AS AN ADVERB (Doubtful).
1st Limiting an adjective.—The lot is

not worth *plowing*. Compare this with "I am not worth a dollar."

- 2nd Limiting a verb.—The boy came *hurrying* into the room. Compare this with "The boy came crying into the room."

Try the above sentences in your advanced grammar class. Analyze by diagram each sentence and have the participles parsed. Use a brief, simple form in parsing.—*Canadian Teacher*.



From
Guerber's Story of the Greeks.

ALEXANDER AND BUCEPHALUS

Courtesy of the
AMERICAN BOOK CO.

Nobody

If nobody noticed you, you must be small;
If nobody slighted you, you must be tall;
If nobody bowed to you, you must be low;
If nobody kissed you, you're ugly we know;
If nobody's envied you, you're a poor elf;
If nobody's flattered you, flatter yourself;
If nobody's cheated you, you're a knave;
If nobody's hated you, you're a slave;
If nobody calls you a fool to your face,
Somebody's wished for your back in its place;
If somebody calls you a tyrant or scold,
Somebody thinks you of spiritless mold;
If nobody knows of your faults but a friend,
Nobody'll miss them at the world's end;
If nobody clings to your purse like a fawn,
Nobody'll run like a hare when it's gone;
If nobody's eaten his bread from your store,
Somebody thinks you a miserly bore;
If nobody's slandered you, here is our pen,
Sign yourself "Nobody," as quick as you can.

English as She is Wrote and Spoke

The wind was rough,
And cold and blough,
She kept her hands within her mough.

It chilled her through,
Her nose grough blough
And still the squall the faster flough.

And yet although
There was nough snough,
The weather was a cruel fough.

It made her cough—
Pray do not scough!—
She coughed until her hat blew ough.

RURAL SCHOOLS

HOME GEOGRAPHY

THE reason the study of geography is so dry and uninteresting to most children is the fact that at the very beginning they are put to studying words and not things. Text-books in geography too often begin with description and illustration of land and water forms that are inaccessible to the child. His conception of river, mountain and lake must be vague and indefinite if he has never seen these forms. The picture of a factory or steamship conveys little real information to the child who has lived all his life in the country and whose observation has not yet extended beyond the farm and the neighborhood. The first facts of geography are to be found within the range of the child's observation and experience. We need more home geography in the primary classes of our schools. But the teacher will say, "How can I teach these things without a book?" Yes, that's the rub! The reason we have so many poor teachers and so much poor teaching is because the text-book is in the way. The facts, the real things, are all around us; the children are interested in them; they play with them and are filled with curiosity to know more about them. They walk over them, they handle them; they bring them to school, but the teacher will not teach them because the book says nothing about them! So she continues to teach the children words, words, words, while their hearts are set on things. Some teachers, it is true, have freed themselves from the servile use of the legendary geography, and use the topical method of study, but in too many instances these have gone to the other extreme, and "talk their pupils to death" intellectually and morally.

They overlook several important principles, which it would be well to recall:

1. Mere words do not teach, whether read from the printed page or heard from the lips of the teacher.

2. They ignore those things of greatest interest to the children—the things which surround them and largely make up their daily life, and substitute for them the inaccessible.

3. They take away from the child the pleasure that comes from finding out things for himself. Nature tells the child nothing, yet she teaches him daily and hourly.

She does not tell him the difference between the hard and soft, the rough and the smooth, but gives the child a chance to feel; she does not tell him the difference between the great and the small, the round and the square, the red and the green, but bids him see for himself and compare.

4. They overlook the principle of self-activity. They want the child to sit still and read or listen, while Nature commands him to move, to act. If he yields to the impelling force of nature, he is punished by the teacher. If he obeys the teacher—alas, nature must punish him!

The average teacher checks the natural activities of childhood when he should direct them. Let the child act, but lead him to act in such lines as shall be educative to him. Use his curiosity and his impulses to activity; it is wrong to keep him still all day long. Provide the right material and put him to work on it and he will be ready to ask you numberless questions—he will be eager for information. If wisely directed he will answer many of his own questions, and rejoice in his self-acquired power and his new victories; if some points are too stubborn for him to overcome, the teacher will give a helping hand—no more, mind you. If you insist on carrying him, he will never learn to walk alone. So I say that the chief obstacle in the way of the right teaching of primary geography is the text-book, or at least the study of words instead of the study of things.

The next difficulty is a serious one. It is want of knowledge, want of preparation. The teacher who doesn't know, teaches from the book. She who knows what she wants to do or says throw away the book—it is in her way. You must know, dear teacher, if you want to teach; you must know not only what to say, but what to do, and what you want the children to do. Doing, not talking, is the test of primary work, of all work. The best teacher is the one that can best direct the interest, the curiosity and the activity of the children in reference to the common things around them.

HOME GEOGRAPHY.

In the treatment of home geography I shall keep in mind the rural teacher with a

wealth of raw material around her and but few artificial tools or aids. The subject matter and the treatment are intended to be suggestive rather than exhaustive. The teacher who has taken a good course in physical geography and geology, physics and botany, will have an immense advantage over one who has not, in teaching home geography, and in interesting primary classes in nature study. The following is intended for use in the primary grades, but may be made interesting even to higher classes:

THE SOIL.

I How Soil is Made.—Dirt is such a common thing that few people stop to think how it has been made. Men dig and plow the soil and children play in it; few know that it has not always been as it is now. One of the very first lessons we should learn is the fact that the earth has not always been covered with soil; that everything we see, even the valleys, hills and mountains, the creeks and the rivers, have become what they are by slow process.

By a little observation any one can see how the soil is being formed. Look around any big rock that stands out by itself on a level piece of ground and tell what you see. Examine the soil in the valley and tell the difference between it and the soil on the hillside. Where has the sand that you find on the banks of the creek come from? Take two pieces of rock and rub them together briskly and the little pieces that fall off are called sand. All sand then is made of rock; soil is also made of rock, but the pieces are much finer than sand. When these very fine pieces are moistened with water they make soil. When men drill holes in rock, examine the tiny pieces which collect outside the hole. The fine dust which flies off the grindstone when men sharpen their tools, consists of small pieces of stone; if water is poured on it the dust makes the water muddy just as soil would.

But this is not the only way soil is made from rock. Stumps of trees, boards and leaves in time become so soft that they fall to pieces. We call this rotting or decaying. Many other things harder than wood decay very much in the same way, but perhaps more slowly. Examine nails that were once bright and shiny after they have been exposed to air and moisture a long time; you will find them covered with a

soft yellow coat called rust. Iron kettles and tin pans become covered with rust in the same way; we call this rust, but it is only a kind of decay. The decay of rock takes place in the same manner, as we may see by examining old stone buildings, boulders, cliffs, and the headstones in old grave yards. There are many things that help to cause this "rotting" of rocks. There are cracks in all rocks, and frequently they are large enough to be seen with the naked eye. Water creeps in through these cracks and softens the rock until in time it is changed into fine powder. In cold weather the water freezes in these cracks and pieces of stone are broken off, just as a water pitcher or glass vessel is broken when water freezes in them. Then again plants help in this work of soil making. They send their tiny, hair-like roots into these cracks to get food, and there they grow so large that they pry off small pieces of rock. Little earth worms also help. They crowd into these crevices for food and shelter; they take soil into their bodies and grind up the little particles of rock into very fine pieces.

In reviewing what we have now learned we find that—

1. All soil is indirectly made, from rock, sometimes directly from wood, leaves, iron and other things.

2. Soil is made (1) by the grinding of rocks or by water wearing them away, and (2) by rotting or decaying.

3. The several things that help to make soil from rocks are (1), Stones rubbing against one another and grinding off small pieces. (2), Water flowing over them, or stealing into the cracks and causing decay. (3), Plants sending their rootlets into the crevices and breaking off small pieces for their food. (4), Earthworms and other little creatures take small particles into their bodies for food.

II. Uses of Soil.—Soil is needed by plants because it holds water and food for them. Without soil there would be no flowers, grasses or trees; corn, wheat, oats and fruit of all kinds could not grow without soil, because from it they get their food and drink. Without soil animals could not live, because there would be nothing for them to eat. This fact makes the dirt under our feet very valuable to us, although we may think it troublesome at times.

Under the soil everywhere is solid rock;

the soil is not the same depth everywhere. How deep is the soil in your neighborhood? How far will you have to dig before you strike rock? Where will you find the deepest soil? Some plants remain green all summer, others die as soon as the dry season begins. Can you give the reason? Examine the roots of these plants and see if there is any difference in their length. Compare the roots of the clover with those of other grasses. Mention a number of articles for domestic use made from soil or clay. Name some articles made from soil for artistic purposes—for other purposes. Mention parts of your body indirectly made from soil.

III. Kinds of Soil.—Different plants need different kinds of food, as different animals do. These various kinds of plant food are found in different kinds of soils. Consequently we have a great many different kinds of soils. Some are very fine, others are coarse. This is due to the fact that some rocks have crumbled into finer and smaller pieces than others. The different kinds of rocks such as marble, limestone, granite and sandstone, when they decay make different kinds of soils. In many places a great many trees and plants have decayed and have given back what they have taken from the soil. These plants have taken many substances from the air and the sun; when they decay they also give some of these to the soil. These decaying plants thus enrich the soil and make it dark and sometimes black for some distance below the surface. Forests and

swamps thus have rich soils, on account of the vegetation that has decayed there for many years.

Soil that has plenty of plant food is said to be rich soil, and that which has very little plant food is said to be poor. All plants while they grow take away food from the soil; but if they decay in the same place they give back what they took away.

When farmers raise crops year after year, and take them away for use, there is danger that their lands will become poor, unless they put into the soil something that contains plant food. What do farmers use to enrich the soil?

Collect several kinds of soil. When rubbed between your hands why do some feel gritty and others soft? Is the grit in the soil hard enough to scratch glass? Compare as to hardness with a pin; with a steel pen.

Plant beans in different kinds of soil at the same time and see in which they grow best. See what the effect will be if no water is given them. Find out what trees and vegetables grow near your home. What kind of soil seems suited to each? What do the farmers in your neighborhood prefer to raise?

The foregoing lesson will suggest to the teacher much helpful work for many weeks, provided the pupil is required to observe for himself. The intelligent teacher will find but little difficulty in thus utilizing the child's experience and environment as a means of elementary education.—*Educational Exchange*.

THE KINDERGARTEN

A LESSON FOR RINGS

THE SUN KING AND MOON QUEEN

THE good, kind Sun King looked down from his home in the skies to see what his little children-friends were doing. He saw nothing but rain and rain, so they had to stay home from their dear kindergarten.

"I will leave my bright, happy home in the sky, and go and shine on the earth and see what good I can do." So he called his friend, the wind, and he blew so soft and sweet on the heavy dark clouds that they rolled merrily away. Then the peo-

ple in the east saw the top of his head peeping up in the rosy morning light, and it looked like this (showing $\frac{1}{4}$ ring), and it grew larger and larger until it was like this (showing $\frac{1}{2}$ ring), and finally they saw his whole face round like our large ring, with his bright eyes peeping through (children imitate teacher).

The mother-bird waked the little birds and they flew out of their cosy nest, singing, "The rain is over, the sun has come." The mother and father called their dear

children to hurry and see the Sun who was peeping in at the window, and even the flies were flying around humming, "Come little boy, come little girl, wake up and get ready for the kindergarten." The boy and girl looked and saw the Sun was up

slipped the ring over the ball and ran out throwing the ball from one to the other, showing the daily motion of the Sun, and singing, "The rain is over, the sun has come," etc.

Mamma and papa worked hard all day



CEDRIC THE KNIGHT

From *Stepping Stones to Literature* (Fourth Grade).

By permission SILVER, BURDETT & CO.

over their heads, and they ran and got their balls to see which color it was like. (Let children pick out the yellow colored ball and fit the large ring over it, thus impressing unconsciously on them that the circle is the outline of the sphere.) Then they

long picking fruit, for the Sun had kissed the peaches and apples until they blushed a rosy red.

The boy and girl watched one large flower that turned its face to the Sun all day long, so they asked their mother its name

and she told them a beautiful legend of how a fairy dropped from heaven her golden arrows and they were caught in the heart of a poor, dusty-brown flower who was so poor, good and patient and doing good in its lonely home, and the golden arrows formed a crown around its head and the Sun King gave it his name to wear. (Let children form a sunflower with one large ring, and $\frac{1}{2}$ and $\frac{1}{4}$ rings)

Now the Sun sinks slowly down into the west and the clouds are so glad to see their Giant King coming home, that they call to each other and run to meet him and carry him up to the skies, and open the gate of heaven for him to go in, and as the gate flies open the beautiful glory streams out so that if you watch close when you see the Sun set, you can get a little glimpse into heaven each day, as this little boy and girl did that night. And when they said their prayers, they thanked God for the Sun King and asked Him to let the Sun King shine again to-morrow.

The Sun King went home and told his wife, the beautiful and wise Moon Queen, all the good he had done and how the people, children and sunflowers were good and

happy because he came, and she said I will go and take care of them while you rest. So she put on her bridal dress of beautiful shining light, and slowly rose in the east just as the Sun did.

Now we will take the next size smaller ring for the moon.

The Moon took her maid, the Dew, with her, who hung a jewel on every leaf so that when the Sun came in the morning he would see acres of diamonds with a rainbow on each to welcome him, just as we see it, children, when we blow soap bubbles.

The Moon Queen found one large white flower, which we will make with our five small-sized rings, so; and add the half ring for the stem, climbing up the porch where the little boy and girl were asleep, so she kissed it and it has been called the moon-flower ever since.

The angels were anxious, for the Moon stayed all night long on the earth, so they peeped out through the blue mantle of the heaven, and if you look up you will see their starry-bright, golden eyes twinkling at you every night. They guard you while you sleep.—*Child Study Monthly*.

SCHOOL BOARDS

HIGH SCHOOL POSITIONS

E. E. HILL, CHICAGO

IT is not an encouraging view of the situation that E. E. Hill of the Hyde Park high school, Chicago, presents in an article in the June *Forum* on teaching in high schools as a life occupation for men.

That the position of city high school teacher affords great opportunities for service to others, and that its influence for good or for ill on the youth of the nation is most important, is easily recognized. It is worthy of the life work of the most capable men and women. Yet few men of energy and ability are content with this position; they are looking for chances to become principals, superintendents, or college instructors, and many are abandoning teaching for other lines of activity. Men who have the power to succeed in other professions or in business do not choose teaching for a life occupation. Youths just out of college teach temporarily while

studying or working up some line of business. Women who have no families to support and young graduates of women's colleges are glad of the positions. But able, experienced men cannot be kept in the ranks of high school teachers under present conditions.

If the relations between principal and teacher can be made pleasanter, one difficulty is removed. The experienced teacher wants to be put on the basis of a college instructor, free to develop his own plans in his special department, consulted by the principal as an equal and not treated as a subordinate. He resents being hampered and cramped in his work, subject to the dictations of the powers above, and wasting his energies in getting machine-like observance of rules from the pupils. Furthermore, he finds, so Mr. Hill says, that his position does not command the respect

and esteem in the community which the doctor, the lawyer, and the successful business man receive.

A more vital reason why men will not teach in high schools is the inadequate salary. The wages of unskilled laborers, clerks, and bookkeepers do not suffice for the teacher. His preparation is expensive, his work exacting, his responsibility great. He needs constantly the stimulation and culture of books, magazines, music, lectures, travel. These are a part of the stock in trade of the progressive teacher. His salary is not sufficient to maintain a standard of living appropriate to his position and needs; nor is it equivalent to what his talents and energies would bring him in another occupation. His service has no market value. It cannot be measured by dollars, because teaching is not a money-making business. Cheap teaching does not result directly in financial loss; consequently, incompetent teachers have been tolerated; they have overcrowded the profession.

The averages of the maximum and minimum salaries paid to high school teachers by thirty of the largest cities in the United States are \$1,991 and \$869 respectively, which is practically the same as the salaries paid in Chicago. The maximum sum is reached only by slow progress, and many

teachers cannot expect to reach it at all. Now Mr. Hill estimates that a good living for a married man of the moderately well-to-do class in some profession or in business who lays something aside for old age, averages \$2,709 in towns and \$3,089 in cities of New York state. In Chicago a teacher would need \$3,300 to live on the same scale as the average man whose children attend the high school. This is forty per cent. more than the maximum salary. These figures are based on extensive investigations and are sufficiently convincing. They show that the teacher's salary at its highest is far below what is necessary to enable him to do his work efficiently and to maintain a suitable standard of living.

As a result, the high school teacher is forced to seek employment outside his regular work. He tutors, has private classes, teaches in night schools; he writes text-books and does newspaper work; sometimes he engages in business and practices law or medicine. Some of these pursuits under right conditions are proper enough for the teacher, but they tend to destroy his efficiency and his devotion to his profession.

"Few self-respecting, confident men are likely to pursue eagerly, as a life work, any calling whose steady diet is poverty, and whose end is pauperism or a pension."

EDITORIALS

THOUSAND ISLAND PARK is in one sense no place for a general educational convention. It is an ideal spot for teachers to attend summer school, with ample time to see and enjoy the delights of that veritable paradise. But when teachers have but three days to spend there, with no special obligation resting on them to attend and listen to educational discussions, the temptation to excursionize is too strong to be resisted.

* * *

THE Board of Associate Superintendents of the Borough of Manhattan, New York City, are reported to have recommended doing away with vertical writing. Cornell University has refused to allow the warden of Sage College, the co-educational department of the University, to be much more than an educated stewardess, and Wesleyan, in response to a protest from the male alumni and undergraduates, has taken a back track on the same question

of co-education. Verily, as Brother Jasper says, "The sun do move." What interesting reading this will make twenty-five years hence.

* * *

THE steady growth of NEW YORK EDUCATION, coupled with the increased responsibilities assumed by the editor, Mr. C. E. Franklin, as principal of the Albany City Training and Practice School, has necessitated the employment of a competent person to undertake the practical management of the magazine, particularly the editorial work. Such a person has been secured, it is believed, in Mr. E. C. Markham of Ripley. N. Y. Mr. Markham is a graduate of the Fredonia Normal, a practical printer, an experienced teacher, for a few years past has edited and published the *Ripley Review*, and is withal a comparatively young man. He will take the laboring oar in the editorial work

and co-operate with the President of New York Education Company, Mr. H. P. French, under that gentleman's direction, in advancing the business interests of the magazine. Mr. Franklin will still retain the directing editorship of the magazine, and it is hoped that the union of these forces will produce for all interests concerned even better results than those obtained in the splendid record of the past three years.

* * *

THE *Fathfinder* and other papers published outside the state have been commenting on the recent address of Brother Bardeen of the *School Bulletin* before the New York Schoolmasters' Club on "Teachers' Tenure of Office," in which he took a position against that proposition. These papers, in view of Mr. Bardeen's unquestioned experience and standing in educational matters, look upon this as an important declaration. Of course there is something to be said on both sides of this question, and Mr. Bardeen can state either side as well as any man we know. But if these out of the state newspapers were aware of the fact that Brother Bardeen runs a teachers' agency, which is said to be his chief source of income, they would probably reach the conclusion generally held by the school men of the state that his New York city address was a case of special pleading for the retention of a "sphere of influence." Brother Bardeen went astray on the question of Unification. He has now arraigned himself on the wrong side of a question of the greatest importance and interest to every teacher in the state. Is it possible that he is getting out of touch with the educational work and workers? For answer to his position on this question see Mr. McAndrew's article in this issue on "The Condition of the Teacher."

* * *

BEFORE undertaking the editing of NEW YORK EDUCATION, our favorite educational publication was the *New England Journal of Education*. It has lost none of its hold on us since. Nevertheless if its reports of educational meetings elsewhere are no more reliable than those recently given of the annual meeting of the New York State Teachers' Association we shall have to place less faith in its news columns hereafter. It is bad enough to publish an account of the meeting, apparently written

from an advance program containing comments on papers and addresses not read or even presented and of section meetings never held at all. But when in addition we are gravely informed that the meetings and discussions were models of their kind, that everything went off promptly and snappily, it is very evident that Brother Winship is being "buncoed" by somebody. The fact is that the meeting was a grand hurrah with very little that was practical or helpful resulting therefrom to anybody except the good time and fresh air enjoyed by all those attending. To this general statement there must, however, be made exceptions in the case of the papers of Dr. Charles H. Judd, Principal William McAndrew, Mrs. Anna Eggleston-Friedman, I. W. Crissy and one or two others. Their papers were well prepared, strongly put, charmingly presented and were heard by audiences respectable in numbers and respectful in attention.

* * *

It was our good fortune to be present at the hearing given by Governor Roosevelt on the Davis bill relative to New York City Teachers' salary and tenure, and to hear the magnificent presentation of the teachers' case by Superintendent William H. Maxwell. As we listened to him, glanced around at the room and at its occupants and appreciated the whole scene, the feeling came that the event marked an epoch in educational history and that Superintendent Maxwell as the leading figure in the scene was in every way equal to the occasion and surroundings. We have time and again been disposed to give public expression to the impression made by the scene and the man but have refrained from a fear that we could not adequately describe and emphasize the incident. We therefore take pleasure in reproducing the statement of a Brooklyn principal that describes the affair and the man much better than we could ourselves:

"Dr. Maxwell's appearance before the governor at the final hearing on the Davis bill was a memorable occasion. He stood there practically alone against his own board of education. Arguments against the bill were piled up, Ossa on Pelion, and when Dr. Maxwell came to speak he had what seemed an almost insurmountable task before him. But he took up the objections to the bill one by one, and punct-

ured them one by one with remarkable force, certainty, and felicity, so that when he finished he had left not a remnant of argument. I took out my watch to see how long he had spoken. I should have said about half an hour, but he had been speaking an hour and a quarter. It was the greatest opportunity of Dr. Maxwell's life, and he made it one of the most remarkable forensic efforts on record."

"Dr. Maxwell's one task when he assumed his present position, was to avoid making mistakes. In this he has been remarkably successful. The pitfalls have been many, but he has been judicious as well as independent. Where he has differed with the board he has been right, and that will appear more and more as time goes on. He is a big-hearted man, sensitive to opinion, but he cannot be swerved from what he thinks to be right. Nor can he be silent even when he knows protest to be useless. The teachers know that they owe the Davis bill to him alone, for without the help he gave the bill it could never have been signed."

* * *

Some School Matters

It is doubtful whether there has ever been so much disturbance at one time in the city school systems of the country as there has been during the past five months. First we had the Rochester episode with the Reform Board's endeavor to get rid of Superintendent Noyes, then the retirement of Superintendent Wise of Baltimore, the selection of Superintendent Van Sickler of Denver (North Side) for the place, and the effort to disqualify him on legal technicality. All during the summer resignations, retirements, etc., have come along thick and fast. Colonel Parker got out of the Cook County Normal and Edwin Cooley of a near by high school succeeded him. Dr. Cooley had no chance to occupy the principal's chair before Superintendent E. Benjamin Andrews resigned to accept Chancellorship of the University of Nebraska and Dr. Cooley was elected Superintendent of Schools of Chicago. He immediately showed excellent judgment by selecting Arnold Tompkins for his successor at the Cook County Normal. Meanwhile the Washington *embroglio* resulted in a new deal whereby Assistant Superintendent Stewart goes to the head of that system. Boston was next heard from by

holding up the reappointment of Superintendent Seaver, George H. Martin and Sarah L. Arnold. Thomas H. Bell, the Republican director of schools in Cleveland, elected, so it is said, upon assurances to the public that he would not interfere with Superintendent L. H. Jones, somewhat rudely, to say the least, turned that gentleman out and appointed Dr. A. B. Poland of Paterson, N. J., to succeed him. Superintendent Jones, however, proposes to contest the removal. Nearer home, Lincoln H. Rowley, Principal of the East Orange, N. J., high school, resigned to go with the American Book Company, Principal Evans of Elmira succeeding him. Principal Tisdale of South Orange, N. J., resigned to go to Watertown, N. Y., as Superintendent. Principal Conant of Penn Yan, succeeds Principal Evans at the Elmira High School and Principal Walker of Elmira, succeeds Superintendent Round of that city, who resigned because of ill health. Superintendent Davis retired from Amsterdam, being succeeded by Superintendent Morrow of Rome, whose place was filled by Principal Hood of the Rome High School. Principal Scribner of the Dunkirk High School, became Superintendent there and Professor J. Edward Banta of the Cortland Normal School succeeded Principal Landon at the Binghamton High School. Superintendent D. H. Bardwell of Binghamton, is said to have declined a proposition to take the directorship of examinations in the University of the State of New York, made vacant by the promotion of Mr. James Russell Parsons, Jr., to the Secretaryship of the Board of Regents.

Enough has been said to show that the past summer was a period of unusual unrest and change. It is hoped that the schools and school systems affected will not suffer too much therefrom.

It is to be added that the new President of the National Educational Association is Dr. J. M. Green, Principal of the New Jersey Normal School at Trenton, N. J.—the first president of the N. E. A. from that state; also that Professor Charles H. Morse of the Cambridge Manual Training School, was offered the superintendency of education in Hawaii and declined, and that Dr. Martin Brumbaugh of the University of Pennsylvania, has accepted and entered upon the duties of superintendent of education in Porto Rico.

NEW YORK STATE

UNIFORM EXAMINATIONS

HELD

Thursday and Friday, Aug. 9 and 10, 1900

FOR

COMMISSIONER CERTIFICATES

Each of the questions has 10 credits assigned to it, unless otherwise specified.

AMERICAN HISTORY.

Questions

1. Give an account of the efforts of the French to be found in a colony in Florida.
2. a) Mention two dangers to the New England colonists that had an influence in the formation of the colonial confederacy of 1634. b) What colonies were included in this confederacy?
3. Give an account of the struggle between the colonists and Sir Edmund Andros, as royal governor.
4. Name three important battles that were fought in New Jersey during the revolution.
5. Give an account of the expedition against Canada in 1775.
6. a) What event gave rise to the Kentucky resolutions? b) What important constitutional theory was for the first time advocated in these resolutions?
7. Mention four individuals, each in a different department of literary work, who have greatly contributed to the fame of American literature.
8. Give the author and the occasion of each of the following statements: a) "With malice towards none and charity for all." b) "We are one nation to-day and thirteen to-morrow." c) "I regret that I have but one life to give for my country." d) "We have met the enemy and they are ours."
9. Name four generals that had command of the army of the Potomac during the civil war.
10. With what invention or engineering project is the name of each of the following identified: a) Captain Eads; b) John A. Roebling; c) Charles Goodyear; d) John Ericsson?

Answers.

1. Jean Ribault, a Huguenot seaman, entered the St. John's river, Florida, in 1562. As he found the natives friendly, the climate fine, and prospects for gold, good, he planted a colony. Needing recruits and supplies, Ribault returned to France, leaving volunteers to hold the country in the name of the king. While Ribault was absent, the colony was completely wiped out. Two years later (1564) another French fleet, commanded by Laundonniere appeared on the coast. Finding Ribault's colonists gone, he founded a new settlement on the southern bank of the St. John's river, and named it Fort Caroline. Starvation, trouble with the natives, and

mutiny followed. Some of the mutineers started to plunder the Spanish settlements, and they gave the Spaniards their first knowledge that a French settlement was near. This alarming news spread to Spain. An expedition under Pedro Menendez was sent out to destroy the French settlements. Ribault, sailing out to meet the enemy, was caught on a sandbar. Menendez, seizing this opportunity, marched to the fort, and massacred men, women and children. On his return, he intercepted the shipwrecked crews and all of them, save a few who fled to the woods, were also slain.

France was too subservient to Spain at this time to call her to account. But de Gourgues privately fitted up an expedition, set sail for Florida, surprised and massacred the garrisons of three Spanish forts, and then returned to France. This ended the attempts of France to colonize Florida.

2. a) Danger of attack from the Indians. Encroachments of the French and Dutch. b) Massachusetts Bay, Plymouth, Connecticut and New Haven colonies.

3. Charles II. had finally succeeded in annulling the charter of Massachusetts in 1684. He died, however, before completing arrangements for a new government. When James II. came to the throne he immediately sent Sir Edmund Andros, as absolute ruler over the New England colonies, New York and New Jersey. His headquarters were at Boston. Contrary to the wishes of the people, he enforced the Episcopal service, abolished their legislature, levied exorbitant taxes, confiscated property, etc. At one time he tried to seize the charters of Connecticut and Rhode Island, but owing to stratagem on the part of the colonists, failed to do so. When James II. was dethroned, and William III. became king, the colonists seized Andros and cast him in prison. The old form of government was then restored.

4. Trenton, Princeton and Monmouth.

5. In 1775, when congress learned that the British in Canada intended to march down and attack points in Northern New York, they immediately planned an expedition against Quebec. Montgomery and Schuyler with an army of men, descended Lake Champlain and captured St. John's. Schuyler became ill, and Montgomery took full charge of the troops. Montreal was next captured, and then Montgomery marched on to Quebec. Arnold in the meantime was leading his men through the forests of Maine, on to Quebec. After enduring untold hardships, they reached their destination and joined Montgomery. Together they gallantly assaulted Quebec, but were repulsed with heavy loss. Montgomery fell at the head of his troops and Arnold was wounded. The Americans encamped near Quebec until spring, and then retired to New York. Canada remained a British province.

6. a) Alien and Sedition Acts 1798. b) The right of the state to nullify an act of Congress.

7. J. F. Cooper—Novelist.

R. W. Emerson—Essayist.

H. W. Longfellow—Poet.

J. L. Motley—Historian.

8. a) Abraham Lincoln in his second inaugural address. b) George Washington, after the Revolution when the states were under the

articles of confederation. c) Nathan Hale, when about to be hung as a spy. d) Captain Perry, after his victory in the battle of Lake Erie.

9. McClellan, Grant, Hooker, Burnside, MacDowell, Meade.

10. a) Deepening the channel at the mouth of the Mississippi. Building bridge at St. Louis. b) Building Brooklyn bridge. c) Inventing the process of vulcanizing rubber. d) Building the "Monitor." Invention of the screw propeller for navigation.

ALGEBRA.

Questions.

1. A man works a days for b dollars a day and pays c dollars a day for his expenses. With the net proceeds he purchases m cords of wood at n dollars a cord and has s dollars remaining. Write the equation expressing this condition.
2. Find the prime factors of a) $2ac - bc - 4ad + 2bd$; b) $x^4 + x^3y^2 + y^4$; c) $a^5 - 1$
3. Find the simplest expression for the value of
$$\frac{ab}{a^2 + b^2} - \frac{ab + b^2}{a^2} - \frac{a^3 + ab}{a^2 + b^2}$$
4. Three boys have 71 marbles. If the number that B has is increased by $\frac{1}{10}$ of A's and $\frac{1}{10}$ of C's they will then all have an equal number. How many marbles had each at first? Give statement only.
5. Find the square root of $4x^4 - 12x^3 + 13x^2 - 6x + 1$.
6. $\sqrt{4x-3} - \sqrt{x+1} = 1$. Find the value of x .
7. Find two numbers whose difference is 5 and whose sum multiplied by the greater is 493
8. $x+y=3$ and $x^2+y^2=5$. Find the values of x and y .
9. Find the value of x in the equation
$$\frac{x}{ab} - \frac{x+ab}{3b} = \frac{x}{3b} - (a-1).$$
10. Find the sum of $\sqrt[4]{180}$ and $\sqrt[20]{9}$.

Answers.

1. $ab - ac - mn = s$. 2. a) $(2a-b)(c-2d)$; b) $(x^2 + xy + y^2)(x^2 - xy + y^2)$; c) $(a-1)(a^4 + a^3 + a^2 + a + 1)$.
3. $1 + \frac{b^2 - b}{a^2 + ab}$
4. Let $x = a's$, $y = b's$, and $z = c's$. Then $x+y+z=71$

$$y + \frac{y}{10} + \frac{2z}{11} = \frac{71}{3}$$

$$\frac{9y}{10} = \frac{95}{11}$$
5. $2x^2 - 3x + 1$. 6. $x=3$ or $\frac{7}{2}$. 7. 12, 17. 8. $x=1$ or 2. $y=2$ or 1. 9. ab . 10. $6\frac{1}{2}\sqrt[5]{5}$.

BOOKKEEPING.

Questions.

Memoranda of Webster and Case, hardware dealers, Warsaw, N. Y.

March 1, 1900. Sold J. O. McClure, on account, 100 lbs. white lead at 6c.; 3 gallons mixed paint at \$1.75.

March 2. Sold E. Madison, on account, 1 keg 8d nails \$4.25. 50 lbs. 20d nails at 4c, 1 hammer 50c.

March 3. Sold W. C. Gouinlock, for cash, 50 ft. sewer pipe at 12c, 1 elbow, 44c, 1 tee, 56c.

March 5. Received for cash sales \$89.25; paid clerk hire \$48.

March 6. Received from J. O. McClure, check on Wyoming Co. National bank for \$11.25 and returned receipt in full of account.

March 7. Bought of Samuel Sloan and Co., Rochester, merchandise as per invoice \$368.25, and gave our note for 90 days in payment.

- 1-2. Rule forms of day-book, cash-book and ledger, one page each. Using proper abbreviations and conventions, enter in day-book and cash-book:
3. The transactions of March 1, 2, and 3.
4. The transactions of March 5, 6, and 7.
5. Post accounts.
6. Make a bill of transactions, March 3, and properly receipt the same.
7. Write check mentioned in transaction of March 6.
8. Write note mentioned in transaction of March 7.
9. Make an itemized statement of the account of E. Madison.
10. a) Close in due form the ledger accounts.
b) Balance cash-book.

WEBSTER & CASE WARSAW, N. Y.

DAY BOOK

1900 Mar.		DR.		CR.
1	J. O. MCCLURE, 100 lbs. white lead @ 6c..... 3 gals mixed paint @ \$1.75	\$6 00 5 25		\$11 25
2	E. MADISON, 1 keg 8d nails..... 50 lbs. 20d nails @ 4c..... 1 hammer.....	\$4 25 2 00 50		6 75
6	J. O. MCCLURE, Check on Wyoming National Bank.		CR.	11 25
7	SAMUEL SLOAN, Mdse. as per invoice..... DR. *Note at 90 days.....		368 25 368 25	

*This is kept in B. B. if one is kept.

CASH BOOK

	CASH	DR.	CR.
1900 Mar.			
3	Mdse. W. C. Gouinlock.....	\$7 00	
5	Sales.....	89 25	
5	Clerk hire.....		\$48 00
6	Check J. O. McClure on acct. Balance (red ink).....	11 25 59 50	
		\$107 50	\$107 50

LEDGER									
DR.					CR.				
J. O. McCLURE									
1900 Mar.	1	Mdse. ...	1	\$11.25	1900 Mar.	6	Cash....	1	\$11.25
E. MADISON									
1900 Mar.	2	Mdse...	1	\$6.75			Balance (red ink)		\$6.75
SAMUEL SLOAN									
1900 Mar.	7	Note, 90 days..	1	\$368.25	Mar.	7	Mdse...	1	\$368.25

WARSAW, N. Y., March 6, 1900.
W. C. GOVINLOCK,
bought of
WEBSTER & CASE,

50 ft. sewer pipe @ 12c	\$6.00		
1 elbow.....	44		
1 Tee.....	56		
Received payment, WEBSTER & CASE.			\$7.00

7

\$11.25 WARSAW, N. Y., March 6, 1900.
WYOMING COUNTY NATIONAL BANK:
Pay to Webster & Case or order, Eleven and $\frac{25}{100}$ Dollars.

J. O. McCLURE.

8

\$368. $\frac{25}{100}$ WARSAW, N. Y., March 7, 1900.
Ninety days after date we promise to pay to the order of Samuel Sloan & Co. Three hundred sixty-eight and $\frac{25}{100}$ Dollars value received.
WEBSTER & CASE.

WARSAW, N. Y. March 2, 1900.
E. MADISON,
bought of
WEBSTER & CASE

1 keg 8d nails.....	\$4.25		
50 lbs 20d nails @ 4c.....	2.00		
1 hammer.....	50		\$6.75

ARITHMETIC.

Questions.

1. a) Write in words the local value of each significant figure in the number 6,034.00852.
- b) Express in arabic notation eight hun-

dred and twenty-five-nine hundred sixty-fourths.

2. Multiply 2,107.5 by 1,253.7, and find the sum of the first, third, and fifth partial products.
3. Reduce 13 rd. 5 ft. 6 in. to the decimal of a mile.
4. A dairyman consigned to a commission merchant 5 packages of butter weighing in the aggregate 256 pounds net. The commission merchant paid \$2.32 for transportation charges and, after retaining his commission of 5%, remitted the consignor \$70.64. For what price per pound was the butter sold?
5. Find the exact interest on \$380.00 at 6% per annum from August 27, 1900, to January 4, 1901.
6. Trade discounts of 20%, 10%, and 3% are equivalent to what single discount on the list price?
7. Divide 252 into three parts that shall be in the ratio of $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ by 6, respectively.
8. A can do a piece of work in $7\frac{1}{2}$ days, B can do the same in $8\frac{1}{2}$ days and C in $8\frac{1}{2}$ days. How long will it take all three to do the work?
9. What annual income will a person receive from U. S. 4's that cost \$1,555.50 when bought at 129 $\frac{1}{2}$, brokerage $\frac{1}{4}$?
10. How many board feet are there in a stick of timber 28 ft. by 16 in. by 14 in.?

Answers.

1. a) Six thousands. Three tens. Four units. Eight thousandths. Five ten-thousandths. Two hundred-thousandths; b) 200,8 $\frac{1}{2}$.
2. 2,214,350.25. 3. 0416 $\frac{2}{3}$. 4. 30c. 5. \$8.12.
6. 30.16%. 7. 80, 72, 100. 8. 2. $11\frac{1}{2}$. 9. \$48. 10. 522 $\frac{1}{2}$.

DRAWING.

Questions.

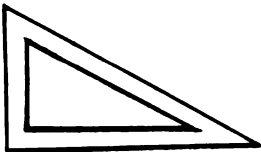
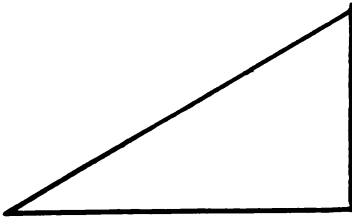
1. a) When one of the six positive colors is modified by another, what name is applied to the resulting color? b) What color harmony is ordinarily found in the blossom of the nasturtium?
2. Name any five tools necessary to good mechanical drawing.
3. Draw to represent a triangle of thirty, sixty, and ninety degrees. Use a mechanical process and leave all work upon the paper.
4. a) Draw two horizontal lines each $2\frac{1}{2}$ " long, $\frac{3}{4}$ " apart. b) Draw two dash lines each $2\frac{1}{2}$ " long, $\frac{3}{4}$ " apart. c) Draw two-dot-and-dash lines each 3" long, $\frac{3}{4}$ " apart.
5. Draw the necessary projections of an equilateral triangular prism placed with one face parallel to the front vertical plane.
6. What is necessary to make the drawing in answer to number five, a perfect working drawing?

7. Draw to represent a cube wholly within the upper left quadrant of the scope of vision.
8. In mechanical perspective, explain the difference between the M. P. and the V. P.
9. Explain the method of blocking in for any sketch or drawing, the execution of which is to be purely free-hand.
10. Copy sketch.

(a)

**Answers.**

1. a) Hue. b) Analogous, though dominant harmony is sometimes found.
2. Any five of the following, simple tools, for ordinary school work: Pencil, Paper, Rule, Scale, Drawing board, Compasses, Dividers, Protractor, &c.
3. Accept any method which gives correct angles. Shop method given here.



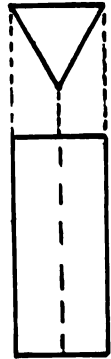
(b)



(c)

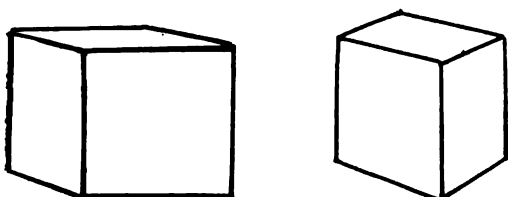


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4. Answers may vary in the method of securing parallels, otherwise the answers should be uniform.

6. Dimensions. (or if the answer be given as follows accept same, measurements should be added to the set of projections).



8. The difference is that the M. P. is always known, while the V. P. must be found through the use of the M. P.

9. Approximate the height and width, then enclose (within straight lines) the entire group, the enclosing lines should approach the contour of some one of the geometric plane figures, then subdivide for the parts. After the blocking in process the correct outlines of the objects are drawn.

10. Same as question.

GEOGRAPHY.

Questions.

1. What inclination of the earth's axis would locate the polar circles where the tropics now are?
2. What three conditions largely determine the temperature of a locality?
3. Name and locate a) three important mineral products of the Appalachian highlands; b) two of the Rocky mountain highlands.
4. a) Name three great rivers of India; b) give the general course and outlet of each.
5. What five bodies of water border the Scandinavian peninsula?
6. a) Name the large lakes of Africa. b) which one is crossed by the equator?
7. a) Locate the Philippine islands; b) name the largest two islands; c) the capital city; d) two leading exports.
8. Give approximately the distance from a) Buffalo to Albany; b) Albany to New York city. Name five cities on the c) Erie canal; d) Hudson river.
9. Compare British America and the United States with respect to a) area; b) population.
10. Why does the northern part of Chili have little rainfall while the southern part has sufficient rainfall?

Answers.

1. $66\frac{1}{2}$ degrees.
2. Latitude, altitude, proximity to large bodies of water or to mountain ranges.
3. a) Iron and coal in Pennsylvania and West Virginia; petroleum in Pennsylvania; marble in New Hampshire. b) Gold, silver, copper and lead in Colorado or Utah.
4. a) Ganges, Brahmapootra, Indus. b) The Ganges flows southeast into the Bay of Bengal. The Brahmapootra flows east, south, west and south into the Ganges. The Indus flows southwest into the Arabian sea.

5. The Arctic and Atlantic oceans, North and Baltic seas, and the straits of Skager Rack, Catte-gat and The Sound.

6. a) Victoria Nyanza, Albert Nyanza, Tchad, Tanganyika, Nyassa, Bangweolo. b) Victoria Nyanza.

7. a) Southeast of Asia, between 5° and 19° N. lat. and 117° and 120° E. long.; b) Luzon and Mandanao; c) Manila; d) Sugar, hemp, indigo, tobacco.

8. a) 300 miles; b) 150 miles; c) Albany, Cohoes, Schenectady, Amsterdam, Little Falls, Utica, Rome, Syracuse, Rochester, Lockport, North Tonawanda, Buffalo; d) New York, Yonkers, Newburgh, Poughkeepsie, Kingston, Hudson, Albany, Rensselaer, Watervliet, Troy. (In c and d choose any five.)

9. a) They are nearly equal in area. Authorities differ in giving the exact areas. Rand and McNally give U. S. 3,692,125 sq. miles; B. A. 3,653,946 sq. miles. b) According to the last census (1890) the population of the U. S. was 62,840,535; of B. A. was 4,823,875; the population of the U. S. is therefore more than thirteen times that of B. A.

10. The northern part of Chili receives the Trade Winds from the Atlantic. These winds in crossing the Andes in the eastern part of Chili become extremely dry. The southern part of the country receives the Counter Trade Winds of the South Pacific which are laden with moisture which is all left west of the Andes in Chili.

PHILOSOPHY AND HISTORY OF EDUCATION.

Questions.

Of the following questions candidates will answer ten only.

1. What was the controlling purpose of education in a) Athens; b) Sparta?
2. What method of teaching strongly advocated by Francis Bacon revolutionized the teaching of science?
3. Of what religious faith were the people who most fostered education during the period between the fall of the Roman empire and the renaissance?
4. What were "The seven liberal arts"?
5. What was the provision for Jewish education a) before the Roman conquest; b) after that conquest?
6. To the exercise of what facilities should the work of primary instruction be directed?
7. Name four means provided in this state for the training of teachers.
8. Compare the district schools of seventy-five years ago with those of the present time as to a) means of support; b) work of teacher; c) work of pupils; d) results.
9. a) Of what school in this state was David P. Page the first principal; b) what well-known educational work did he write?
10. Name two purposes which a teacher should have in mind in a "development lesson."
11. Give a brief account of the life of Pestalozzi.
12. Who was the originator of the kindergarten? What is its purpose?
13. Compare the means of support of the schools of ancient China and Persia. What was the chief purpose of each?

Answers.

1. a) Develop the whole man; b) to develop warriors. 2. Inductive. 3. Mohammedan. 4. a) Trivium—grammar, logic, rhetoric; b) Quadrivium—music, arithmetic, geometry, astronomy. 5. a). At home by parents; b) in public schools. 6. Chiefly perceptive—then indirectly memory, reason. 7. a) Normal schools; b) colleges and universities having pedagogical courses; c) training classes; d) Summer schools; e) institutes. 8. a) Support largely private—by “rate dills” and other means—now largely public, by state. b) Then few trained teachers, preparation poor—now majority have some training. Teaching is now nearly a profession. c) Then few graded schools—the strongest progressed—the mass of students received little education. d) Decrease in illiteracy and better citizenship. (Various answers). 9. a) Albany normal; b) Theory and Practice in teaching. 10. a) To proceed from the known to the unknown step by step; b) to make the fact comprehended. (Various answers). 11. (See text-book). 12. a) Froebel; b) to develop the child's faculties by means of play. “To care for the earliest impression made on the plastic mind of the child.” 13. a) China. *Means* largely private; *purpose* knowledge of ancestral lore and government position. b) Persia. *Means* state; *purpose* soldiers, defenders of the state.

CIVIL GOVERNMENT.

Questions.

1. Who is commander-in-chief of the naval and military forces of a) the state; b) the United States?
2. What are the provisions of the state constitution as to a) eligibility; b) term of office; c) salary, of the lieutenant governor of this state?
3. Mention three classes of persons who have no legal right to vote.
4. Name a) three officers that are elected by joint ballot of the legislature; b) what is the term of office of each?
5. Give three duties of the district attorney of a county.
6. a) What officers constitute the town board? b) Give two of its duties.
7. a) How is the office of the attorney general of the United States filled? b) What is the salary?
8. Name and define the three principal forms of government.
9. Contrast the duties of a consul with those of an ambassador.
10. a) What is the term of office of judges of the supreme court of the United States; b) of the court of appeals of the state of New York?

Answers.

1. a) The governor; b) the president.
2. a) He must be a citizen of the United States, thirty years of age and must have been a resident of the state for at least five years immediately preceding his election; b) two years; c) \$5,000.

3. Minors, aliens, Indians and persons convicted of infamous crime who have not been pardoned.

4. a) United States senators, State Superintendent of Public Instruction, Regents of the university of the state of New York; b) United States senators are chosen for six years, the State Superintendent of Public Instruction for three years and Regents of the university of the state of New York for life.

5. The district attorney performs the duty of county judge and surrogate when that officer is disqualified to act. He presents complaints of violation of the law to the grand jury for consideration. He is the prosecuting attorney for the people of his county.

6. a) Supervisor, town clerk and the justices of the peace; b) acting as board of town auditors to audit claims against the town, divide town into election districts, authorize extraordinary repairs of highways and bridges, fill vacancies in certain town offices under certain conditions, appoint health officer and citizen and with these officers perform duties devolving upon local town board of health. (Other correct answers accepted.)

7. a) Appointed by the president and confirmed by the senate of the United States; b) \$8,000.

8. Monarchy, aristocracy, democracy. A monarchy is a government in which the supreme power is vested in a chief ruler or monarch. An aristocracy is a form of government in which the supreme power is vested in the principal persons of the state, or a privileged order. A democracy is a form of government in which the supreme power is retained by the people, but is indirectly exercised through a system of representation. It may be called government by plural representation.

9. A consul is an officer appointed to reside in a foreign port or city chiefly as the representative of the commercial interests of his country. An ambassador is an officer of the highest diplomatic rank to represent his country at the seat of government of a foreign country and to treat of affairs of state. The superior privileges of an ambassador relate to precedence and to etiquette.

10. a) During good behavior; b) fourteen years. Judges of the court of appeals are prohibited from serving longer than the first day of December after their seventieth birthday.

SCHOOL LAW.

Questions.

1. What power has the State Superintendent over any school district for wilfully disobeying any decision, order, or regulation made by him?
2. Name three sources from which state school moneys are derived.
3. What amount of money is appropriated by the state for the salary a) of each school commissioner; b) of each superintendent in a village of 5000 or more inhabitants whose school system is organized under the consolidated school law? c) What is the amount of a district quota?
4. Give a) the number of days of school required in a school year; b) the number of weeks

during which school may be closed for attendance at a teachers institute.

5. Mention two duties of a school commissioner not pertaining to school buildings or teachers.
6. a) When shall the annual school meeting be held; b) at what place; c) at what hour?
7. a) When does Arbor day occur? b) Give two purposes for which exercises are held on that day.
8. What is required of a district collector before a tax list and warrant can be delivered to him?
9. State two requirements of the school law in respect to a United States flag.
10. Mention two duties of the clerk of a district meeting.

Answers.

1. He may withhold any share of the public money due such district.

2. State school moneys are derived from the United States deposit fund, the common school fund and the free school fund.

3. a) \$1,000; b) \$800; c) \$100.

4. a) 160 days; b) three weeks.

5. Remedy defects in the boundaries of districts. Establish new districts. To advise school officers in relation to their duties. To recommend to trustees courses of instruction. To abate nuisances. To use his utmost influence to promote sound education. To appoint trustees in certain cases. To administer affidavits in matters pertaining to school affairs. To remove attendance officers under compulsory education law. To take evidence in appeal cases when directed by the State Superintendent. (Other answers acceptable.)

6. a) The first Tuesday in August; b) at the school-house; c) 7:30 P. M.

7. a) The Friday following the first day of May. b) To encourage the planting, protection, and preservation of trees and shrubs and to acquire a knowledge of the best methods to be adopted to accomplish that result.

8. He must execute a bond to the trustees with one or more approved sureties in such sum as has been fixed by proper authority.

9. The school authorities of each city and each school district are required to purchase a flag, flagstaff, and necessary appliances to display such flag. The flag must be displayed upon or near the school building during school hours and the school authorities are also required to prescribe rules for the proper care of such flag. When the weather shall not permit such display of the flag it should be placed conspicuously in the principal room of the school-house.

10. Keep a correct record of all district meetings. Give notice of special and annual meetings. Notify district officers of their appointment or election. File with the town clerk a list of officers. Notify trustees of resignations filed with school commissioner. Preserve all records relating to his office and deliver them to his successor in office. Deposit the records of dissolved districts with the town clerk. Attend meetings of trustees and keep records of the same. (Any two of the above).

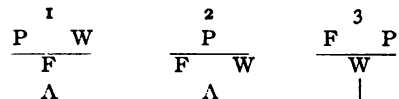
PHYSICS.

Questions.

1. Illustrate by drawings the three classes of levers.
2. What kind of a thermometer is used to measure a) very high temperatures; b) very low temperatures?
3. What is a fundamental tone?
4. Light is invisible. Why are certain objects visible?
5. Distinguish between latent and sensible heat?
6. a) Where on the earth will a body weigh most? b) Why?
7. a) What is the temperature of water when at its greatest density? b) How is the boiling point influenced by elevation?
8. What causes the rainbow?
9. What is a microscope?
10. Give the two kinds of electrification produced in frictional electricity.

Answers.

1.



2. a) Mercurial thermometer, or expansion of a metallic rod. b) Spirits thermometer.

3. A fundamental tone is the tone given by a body vibrating as a whole. It is the lowest tone a body can produce.

4. A body becomes visible when it irregularly reflects or diffuses the light, or part of the rays at least that fall upon it. Other bodies are visible because they emit light.

5. Latent heat is the heat which may be stored up in a body changing its condition, but not effecting its temperature. The heat of a body which causes a vibration of its molecules, and increases its temperature is sensible heat.

6. a) A body will weigh most at the poles. b) the poles are nearer the center of the earth; and the centrifugal force is the least here.

7. a) 39.2° F. or 4° C. b) The boiling point is lowered by an increase of elevation, because the pressure becomes less and less.

8. The rainbow is caused by rays of sunlight being refracted and reflected back to the observer's eye from drops of water in the air. The different drops decompose the white light thus producing all the colors of the spectrum.

9. A microscope is an instrument containing a double convex lens, which, when an object is placed between it, and its principal focus, produces an erect, virtual and magnified image.

10. Positive and negative.

METHODS AND SCHOOL MANAGEMENT.

Questions.

1. State two advantages to be derived from memorizing selections from the best literature.
2. Subtract 842 from 923 and explain the work.
3. State in the order of their importance the following purposes of the reading class in the grammar grades and give reasons for the arrangement: the gaining of new

words, the gaining of information, the acquisition of power of expression, and the development of literary taste.

4. What is the purpose of drill in teaching?
5. Why is it important to have pupils illustrate their statements?
6. Give three reasons why single desks are better than double desks.
7. Give arguments for and against having a set of rules for the government of a school.
8. Why is it objectionable to make a child think poorly of himself?
9. State two proper purposes of punishment.
10. a) How is habit acquired; b) when are habits most easily formed?

Answers.

1. Cultivates literary taste, facilitates expression. (Other answers).
2. $923 = 9$ hundreds—2 tens, 3 units.
 $842 = 8$ hundreds—4 tens, 2 units.
 2 units from 3 units leaves 1 unit; 4 tens are greater than 2 tens—1 hundred = 10 tens; one hundred taken from 9 hundred and added to 2 equals 12 tens. 4 tens from 12 tens leaves 8 tens; 8 hundreds from 8 hundreds leaves 0 hundreds; 8 tens 1 unit = 81.
3. a) Development of literary taste—that the student may acquire a desire for good literature, to educate himself throughout life. b) Acquisition of power of expression—that he may impart to others—because of influence. c) Gaining of information—that he may have material for a and b. d) Gaining new words—this will be natural and incidental. (Answers may differ).
4. To impress facts upon the memory—develop facility.
5. To show whether or not the statements are properly comprehended.
6. a) Discipline of the whole room; b) self reliance of students; c) health of students.
7. For—prevents many questions, makes treatment of students uniform. Against—tempts students to violation of spirit even when letter of law is kept. (Other answers).
8. Leads him to retrograde mentally, morally and physically.
9. a) To correct the offender; b) for an example to the school.
10. a) By repeated doing of the same thing; b) in youth.

READING.

Questions.

Each of the following questions has 20 credits assigned to it.

1. What is a) silent reading; b) oral reading? c) Show how they differ, and what peculiar advantages are to be derived from each.
2. "I will buy with you, sell with you, talk with you, but I will not eat with you, drink with you, nor pray with you."
 Copy the above sentence and underscore seven words that should receive emphasis, and indicate all places where a falling inflection should be given.

3. Separate each of the following words into its component parts (simple word, stem, suffix, prefix): a) interfere; b) did not; c) telephone; d) calmly; e) capable. Indicate to which class each part belongs.
4. Name three results to be secured from the teaching of phonics.
5. Indicate the kind of literature that should be given to pupils in the first four years. Name books that illustrate this.

Answers.

1. a) b) c) Oral reading is that performed with vocalization—silent reading without. Advantages of silent reading (1) rapidity; (2) concentration of thought on matter read; (3) without disturbance to others. Advantages of oral reading—(1) develops power of voice, gives better appreciation of author's meaning, may be done for benefit or pleasure of audience. (Answers may differ).
- 2 I will *buy* with you', *sell* with you', *talk* with you'; but I will *not eat* with you *drink* with you' nor *pray* with you. Inflection may be given thus: I will buy with you', sell with you' talk with you'; but I will not eat with you' drink with you' nor pray with you'.
3. Simple words—prefix—stem—suffix.
 did not inter fere
 tele phone
 calm ly
 cap able
4. a) Pronunciation; b) spelling; c) articulation.
5. a) Fairy stories and myths; b) nature stories—largely in personified form; stories of animals; c) biography—stories of heroes; d) poetry. (Names of books will vary).

GRAMMAR.

Questions.

1. Columbia, on you are fixed the wide world's wondering eyes:
2. Old nations that are scarred with wars put on a look most wise,
3. And hide with patronizing airs their envy of your power,
4. And offer you their free advice in this great crucial hour.
5. They do not seem to realize that you are fully grown;
6. Yet, long ago you let them know you scorned a chaperon,
7. And when you were a debutante you made the welkin ring
8. With tales of proud Miss Liberty who dared defy a king.
9. But ever since you gave your hand to Progress, and became
10. A chatelaine to all the world, a hostess without blame,
11. Like carping dames, those ancient lands have watched you in surprise,
12. Compelled to marvel, loath to praise, and glad to criticize.

—ELLA WHEELER WILCOX.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include *a*) subject clauses; *b*) objective clauses; *c*) adjective clauses; *d*) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: class, person, number, gender case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz, transitive and intransitive. A transitive verb may be used in the active or passive voice.

8. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select and classify five subordinate clauses (see note 1).
2. Give the syntax of *a*) *Columbia* (line 1); *b*) *them* (line 6); *c*) *chatelaine* (line 10).
3. Give the syntax of three infinitives each having a different construction.
4. Parse *a*) *carping* (line 11); *b*) *compelled* (line 12).
5. Classify as parts of speech *a*) *yet* (line 6); *b*) *long* (line 6); *c*) *ago* (line 6); *d*) *ever* (line 9); *e*) *since* (line 9).
6. Give the modifiers of *a*) *offer* (line 4); *b*) *chatelaine* (line 10).
7. Select an adjective in the superlative degree. Select and compare two adjectives, each illustrating a different method of comparison.
8. Select *a*) two conjunctions which connect clauses of equal rank; *b*) two which connect clauses of unequal rank.
9. Give the third person plural of the verb *lie*, to incline, in all the tenses of the indicative mode.
10. Give the analysis of the following sentence:
A good name is rather to be chosen than great riches.

Answers.

1. 1) That are scarred, adjective; 2) you are grown, adverbial or object; 3) you scorned, adverbial or object; 4) you were, adverbial; 5) who dared, adjective; 6) you gave and became, adverbial.

2. *a*) Nominative case by direct address; *b*) objective case, subject of the infinitive (to) *know*; *c*) nominative case, a predicate nominative after *became*.

3. To realize, a complementary infinitive, completing the word *seem*; (to) *know*, object of *let*; to criticize, modifying the adjective *glad*.

4. *a*) *Carping* is a participial adjective compared positive *carping*; comparative more *carping*; superlative most *carping*; and modifies *dames*. *b*) *Compelled* is a past participle from the regular, transitive verb *compel*; prin. parts, pres., *compel*; past, *compelled*; pres. part., *compelling*; perf., *compelled*. It is passive voice and modifies *lands*.

5. *a*) Conjunction; *b*) adverb; *c*) adverb; *b*) adverb; *e*) conjunction.

6. *a*) *You*, an adverbial phrase, preposition understood; *advice*, the object of the verb; *in hour*, an adverbial phrase; *b*) *A*, an adjective; *to all the world*, an adjective phrase; (This may be considered as an adverbial phrase modifying *became*.) *hostless*, a noun in apposition.

7. Most wise. Positive old, ancient; comparative, older, more ancient; superlative, oldest, most ancient.

8. *a*) Yet (line 6); and (line 7); *b*) that (line 5); since (line 9).

9. Present, they lie; past, they lay; future, they will lie; pres. perf., they have lain; past perf., they had lain; fut. perf., they will have lain.

10. It is a complex, declarative sentence. The principal clause is, a good name is rather to be chosen. Simple subject is *name*; it is modified by the adjectives *a* and *good*. *Is*, is the simple predicate; it is modified by the complementary infinitive *to be chosen*, which is modified by the adverb *rather*. The subordinate clause is *great riches are to be chosen*, with *are to be chosen* understood. The simple subject is *riches*, modified by the adjective *great*. The principal and subordinate clauses are connected by the conjunction *than*, which connects *rather* and *are* (understood).

ENGLISH COMPOSITION

Questions.

1. Define *a*) paragraph; *b*) sentence.
2. Combine the following statements into a single sentence: He was large and powerful. His features were wrinkled. Age had not impaired the keenness of his eye.
3. Write a letter inviting a friend to visit you.
4. Make an outline of an essay on the subject "Robin redbreast."
- 5-10. Write a composition upon one of the following subjects:

PLEASURE FROM LITERATURE

AN IDEAL SCHOOL

THE SOUTH AFRICAN WAR

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, *i. e.*, the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE

Questions.

1. In what way does the skeleton help to *a*) give protection to the body; *b*) provide for its motion; *c*) give it proper form?
2. When students are training for athletic sports they are usually forbidden the use of alcohol and narcotics. Why is this?
3. State one way in which the temperature of the body is regulated.
4. What is meant by *a*) sensible perspiration; *b*) insensible perspiration?

5. Name two objections to breathing through the mouth.
6. What is the purpose of a) the pulmonary circulation; b) the greater circulation?
7. In the process of digestion what is the work of a) the saliva; b) the gastric juice?
8. Name two objections to a) hasty eating; b) eating between meals.
9. a) What is reflex action? b) Give some of its uses.
10. State three losses that the body is constantly undergoing.

Answers.

1. a) By providing cavities for the lodgment and protection of the vital organs; b) by affording points of attachment for the muscles; c) by holding the softer parts in their proper places, thus giving permanence of form.
2. Because alcohol and narcotics weaken the nervous system and diminish muscular power.
3. By the perspiration, by suitable food, suitable clothing, respiration, circulation, and by warming the atmosphere with artificial heat.
4. a) When perspiration collects on the surface of the skin in drops it is termed sensible perspiration; b) when it evaporates as rapidly as it is formed it is called insensible perspiration.
5. Foreign particles are forced into the throat and lungs and act as irritants. In cold weather the air is not properly warmed.
6. a) To purify the blood; b) to carry oxygen and nutritive materials to the tissues and to remove waste products.
7. a) To soften the food so that it may be the more readily chewed and swallowed, and to change starch to sugar; b) to digest albuminoid substances.
8. a) Retards digestion and causes dyspepsia; b) deprives the stomach of needed rest and has an injurious effect upon the appetite.
9. a) An impression conveyed to a nerve center by a sensory nerve, and thence reflected to the motor nerve, results in muscular movement which is said to be the effect of reflex action. b) It controls the muscles of respiration, circular, and digestion, and is often a protection in case of sudden danger.
10. Loss of nerve tissue, muscle tissue and bone tissue. (Other correct answers accepted.)

CURRENT TOPICS

Questions.

Each of the following questions has 10 credits assigned to it.

1. Who are the nominees for president and vice-president of a) the Republican party; b) the Democratic party?
2. a) Of what state is each of such nominees a resident? b) Write briefly of the public service of each.
- 3-4. State briefly the position taken on three important questions in the platforms adopted by the recent national convention of a) the Republican party; b) the Democratic party.
5. What state officers are to be elected by the people of this state at the next general election?

- 6-7. Write briefly on the troubles in China during the past two months.

8. From April 21 to May 1, 1900, a great religious convention was held in New York city. a) What is the name of such meeting; b) what is its object; c) who were some of the prominent speakers?
9. Write on an important question of general interest relating to some recent event in a) Hawaii; b) Cuba.
10. a) Write briefly the facts relating to a great calamity which recently occurred in the port of New York. b) What prominent naval officer recently died, and what warship did he command in the battle of Santiago?

Answers.

1. a) William McKinley, Theodore Roosevelt; b) William J. Bryan, Adlai E. Stevenson.

2. a) McKinley, Ohio; Roosevelt, New York; Bryan, Nebraska; Stevenson, Illinois. b) President McKinley served in the civil war, he represented his district in Congress for several years, and during such service was the author of the McKinley tariff bill. He is serving the last year of his term as president of the United States.

Mr. Roosevelt has served as member of Assembly, police commissioner of New York city, assistant secretary of the navy, and is now governor of New York State. He also rendered service in the Spanish-American war.

Mr. Bryan represented his district in Congress, and was the Democratic nominee for president in 1896.

Mr. Stevenson served as assistant postmaster general, and was also vice-president of the United States from 1893 to 1897.

3-4. a) The endorsement of McKinley's administration, in favor of the gold standard, in favor of expansion, opposed to trusts. Other answers acceptable. b) Condemnation of McKinley's administration, opposed to militarism, opposed to trusts, in favor of the coinage of silver at the ratio of 16 to 1. Other answers acceptable.

5. Governor, Lieutenant-Governor, Secretary of State, State Treasurer, State Comptroller, Attorney General, State Engineer and Surveyor.

6-7. An organization known as the "Boxers" opposed to the influences of the civilization introduced by foreigners, aroused a sentiment among the Chinese unfavorable and even dangerous to the foreigners in China. It is generally believed that the Chinese government and the Imperial troops favored the attitude of the "Boxers" and aided them in many ways. Missionaries from Christian countries, and native Christians were massacred; the legations of the civilized countries at Peking were surrounded, and communication between them and their respective countries cut off. The German minister was murdered in the streets of Peking, and a continuous attack of several days made upon the foreign representatives in the legation in the city of Peking.

8. a) Ecumenical conference; b) General consideration of all religious questions under the supervision of missionaries; c) President McKinley, ex-president Harrison, governor Roosevelt, and eminent divines representing various denominations.

9. a) The establishment of a territorial form of government with governor Dole at the head. b) The visit of twelve hundred teachers from Cuba to the United States for the purpose of attending a summer school at Harvard. The withdrawal of United States troops. An investigation into the alleged malfeasance of officers in the postal department. The election of delegates to the Constitutional convention to be held in November.

10. a) Three vessels, the *Saale*, *Bremen*, and *Main*, of the North German Lloyd Steamship Company, were burned at the dock at Hoboken. A large number of people in these ships were unable to escape, and were burned to death. b) Captain Phillips of the *Texas*.

Education at the Paris Exposition

FIRST ANNOUNCEMENT OF AWARDS TO UNITED STATES

The general official catalogue of the Universal international exposition of 1900 enumerates 121 classes distributed through 18 groups, of which group 1 is Education and instruction comprising six classes, viz,

1. Education of infants, primary instruction, instruction of adults.
2. Secondary instruction.
3. Higher instruction, scientific institutions.
4. Special instruction, artistic.
5. Special instruction, agriculture.
6. Special instruction, industrial and commercial.

30 political divisions are represented in the exposition of class 3 and about 900 exhibits are found in the revised list. France and colonies including Algeria and Indo-China have about 550 exhibits, United States 70, Hungary 65, Mexico 42, Russia 36, Italy 21, Great Britain 20, Portugal 20, Croatia and Slavonia 17, Japan 13, Belgium 11, Roumania 10, Greece, Gautamala and Norway 4 each, Austria Bulgaria, Sweden and Switzerland 3 each, Bosnia-Herzegovina, Ecuador Holland and Servia 2 each, and one each from China, Cuba, Spain, Monaco, Republic South Africa.

The jury passing on the awards to be assigned the exhibits is threefold; first a jury of class comprising a certain number of French jurors designated by the Commission and at most an equal number of foreign jurors. The class jury's organization consists of a president, vice-president (of other nation than the president), a reporter and a secretary. The president, vice-president and reporter of the class juries comprise the members of the group jury whose organization is completed by the election of a president, vice-president and secretary. Thus the jury of the first group will be composed of 18 members, three from each of the six classes.

The presidents and vice-presidents of the 18 groups will be members of the superior jury with others provided by the commissioners.

The superior jury revises the work of the group jury and determines any appeals presented to it by the lower juries. The group jury revises the work of the class jury and refers disputed questions not settled by the group to the superior jury. The class jury inspects the exhibits and assigns recompenses of five degrees, viz:

1. Grand Prix, the highest; then in order of merit.

2. Diplomas, etc., *Medaille d'or*.

3. " " " *d'argent*.

4. " " " *d'bronze*.

5. " " " mention honorable.

On the completion of the work of inspection the class jury presents two lists: 1) a list of exhibits not competing by reason of the exhibitor being a member of the jury, or from other cause; 2) a list of the awards in alphabetic order, each diploma grouped by itself irrespective of country; e. g. all the grand prizes, the gold medals, etc.

The jury of class three, Higher instruction and scientific institutions, completed its work on time, i. e. on or before June 30, 1900. To the 900 exhibits it assigned 64 grand prizes, 92 gold and 105 silver. The bronze and honorable mentions were naturally more numerous and all may be changed slightly by revision. 27 grand prizes were given to French exhibits, 9 to United States, 5 to Great Britain, 3 each to Hungary, Japan and Russia, 2 each to Belgium, Mexico, Roumania, Italy; and one each to Austria, Canada, Croatia, Portugal, Norway and Sweden, total 64. France received 44 gold prizes, United States 9, Russia 8, Hungary 6, Great Britain 5, Mexico 3, seven others 2, and three others 1; total 92.

As the awards to the United States were in several instances collective, i. e. one prize assigned to two or more exhibits, each to receive the diploma if desired, the following detailed statement is given. The awards are grouped in order of merit, beginning with the highest, the grand prizes. The numbers prefixed are those of the official catalogue, and collective awards are connected by braces. In three instances on the personal motion of a French juror distinguished merit was recognized in individuals, viz, Prof. H. A. Rowland, Johns Hopkins university; Prof. Nicholas Murray Butler, Columbia university; Director Melvil Dewey, University of the State of New York.

AWARDED TO THE UNITED STATES

By the Jury of Class 3

GRAND PRIZES

- | | | |
|-----|--|--|
| 43. | The section in its exhibits of Superior instruction and scientific institutions. | |
| 37. | | Museum Paleontological reports. |
| 59. | University of the State of New York. | Library. Traveling libraries, home education. |
| 69. | | College. Professional education in the United States. |
| 7. | Congressional library, Washington. | Photographs and publications. |
| 38. | | University. Publications, models, etc. |
| 52. | Harvard | Observatory. Photographs., observations, etc. |
| 63. | University of Pennsylvania. | Archeologic expeditions. |
| 53. | Johns Hopkins university. | Spectra, publications, etc. Collaborator Prof. H. A. Rowland. Diffraction gratings, etc. |

4. American library association. Publications, materials and method. Collaborator Melvil Dewey, Librarian and educator.

GOLD MEDALS

22. Denton Brothers. Collection and preservation of butterflies.
- 50 } Columbia { University. Photographs, publications, psychology.
28 } Teacher's college. Higher. normal school.
32. Massachusetts institute of technology. Programs and works.
49. University of Chicago. New departure of continuous sessions.
51. Cornell university. Section civil engineering.
5. Alumni association of colleges for women. Higher instruction of women.
11. } Illustrative. { Bryn Mawr.
18 } Vassar.
19 } Wellesley.
29. Educational review. Dr. Nicholas Murray Butler, Editor.
47. University of California. Plans and prospects.
64. Princeton university. Photographs and publications.
65. Yale university. Sheffield scientific school.

SILVER MEDALS

2. American book company. Publications in higher education.

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|----|--|--|
| 1 | } Monographs on higher instruction in the United States. | H. B. Adams. Vacation school and university extension. |
| 8 | | M. Carey Thomas. Education of women. |
| 9 | | J. M. Cattell. Scientific associations. |
| 35 | | T. C. Mendenhall. Scientific, technical and engineering instruction. |
| 39 | | James Russell Parsons, jr. Professional education. |
| 40 | | E. D. Perry. The American university. |
| 67 | | A. F. West. The American college. |

10. Cercle Francais of Harvard and other universities.
62. New York university. School of pedagogy.
30. Foote mineral company. Collections of minerals for colleges.

BRONZE MEDALS

31. Henment. Photographs of games and sports in American colleges.
45. Silver, Burdette & Co. Publications in higher instruction.
46. Dana society of natural history, Albany, N. Y. Publications.

HONORABLE MENTION

59. University of the State of New York.

Collective exhibit of { Chautauqua university.
Brooklyn institute.
Pratt institute.
People's institute.
Rochester atheneum.

Grand prizes 12, gold 14, silver 11, bronze 3, mention 5, total 45.

HENRY L. TAYLOR, PH. D.

Rapporteur class 3,

Universal international exposition of 1900, United States Pavilion, Paris.

In the State Superintendent's Office

The State Superintendent has made the following appointments to the faculties of the several normal schools:

GENESEO.—Mary F. Isaminger, teacher of drawing.

OWEGO.—Lina L. Loveridge, teacher of mineralogy and geology, United States history, advanced rhetoric, literature, and history in the practical school.

BROCKPORT.—Lloyd Tenny, assistant teacher of biology and rhetoric. Claire Delano, teacher of physical culture and elocution. Margery B. Laughran, critic in 5th and 6th grades.

CORTLAND.—F. R. Parker, teacher of classics.

JAMAICA.—Bina Sevmour, assistant teacher of science and language.

POTSDAM.—Florence R. Curtis, principal's clerk. Rose D. Boyd, teacher of elocution and physical culture.

PLATTSBURG.—Edwin A. Parks, principal of the model school.

Libraries

It has been the custom of the Department to make a preliminary division of the library fund among the counties and cities of the state early in August, and this has permitted the further distribution of the money among the districts in such a way that trustees and teachers knew definitely at the beginning of the year not only whether the state money would be available to them, but also the exact sum which would be allowed and paid. It was thus made possible and safe for trustees to make purchases in the fall instead of waiting until the annual apportionment in the spring, or until the following fall. This season a slight deviation from the regular course will be necessary for the reason that a new census has been taken but the official account has not been completed. The figures no doubt will be available within a few weeks. In the meantime applications will be received as usual and notice of acceptance or non-acceptance will be sent as soon as the preliminary division can be made.

Elementary Course of Study

The ninth-grade answer papers prepared in June reached the Department in much better form than in January. The regulation requiring a uniformity in size and form accounts in part for this. The papers also show a better prepara-

tion on the part of the pupils. The credentials which have been earned are now being distributed to the pupils entitled to them.

Several commissioners in the state tried the experiment in June of sending out individual question slips for the pupils of the lower grades the same as is done for the ninth grade. The results seem to be very satisfactory.

Superintendent Skinner has granted college graduate certificates to the following named persons: Alice Alvira Stevens, Brooklyn, Wellesley College, 1891; Antonie Junge, Brooklyn, Barnard College, 1897; Benj. L. Haydon, Willsboro, Middlebury College, 1897; Jane Joralomon Edwards, Plattsburg, Vassar College, 1888; Katherine Reed Elliott, Malone, Wellesley College, 1892; Elizabeth Chard Smith, Watertown, Vassar College, 1895; Ernest Robinson, Clayton, St. Lawrence University, 1897; Joseph Edward Banta, Cort. and, Amherst College, 1880; George Sawyer Gardner, Marion, Rochester University, 1893; Martha Phoebe Tracy, Fleming, Syracuse

University, 1897; Laura Shepard Gay, Medina, Smith College, 1896; Della May Roberts, Elmira, Elmira College, 1897; Harrison Dickenson Cannon, Dryden, Cornell University, 1892; Oren Robert Smith, Amsterdam, Amherst College, 1896; Daisy Mabel Jones, Madrid Springs, St. Lawrence University, 1897; Charles Ernst Keck, Southampton, Hamilton College, 1878; Phoebe Annette Hatfield, Utica, Vassar College, 1898; Edgar Alexander Lewis, Belleville, Colgate University, 1898; Anna Terressa Burchard, Hamilton, Vassar College, 1897; Arba Martin Blodgett, Corning, Union College, 1897; Arthur Burdette Vossler, St. Johnsville, Union College, 1896; Helen Mabel Wood, Savannah, Syracuse University, 1892; Albert Henry Wilcox, Rochester, University of Rochester, 1890; Antoinette Lawrence, Ithaca, Cornell University, 1889; Margaret Briggs Kohler, Penn Yan, Mt. Holyoke College, 1897; Ella Teresa Barrett, Albion, Cornell University, 1890; Emberson Edward Proper, Brooklyn, Allegany College, 1889.

IN THE SCHOOLS OF THE STATE TEACHERS' INSTITUTES

SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
Sept. 17	Oswego.....	1	Fulton.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 17	Greene.....	1-2	Coxsackie.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 17	Putnam.....	.....	Brewster.....	Williams.....	Miss Rice.....	Miss Collier.....
" 17	Oneida.....	4	Hoonville.....	Smith.....	Miss Rice.....	Miss Collier.....
" 24	Onondaga.....	1	Baldwinsville.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 24	Wayne.....	1	Lyons.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 24	Cattaraugus.....	3	Cattaraugus.....	Williams.....	Miss Rice.....	Miss Collier.....
" 24	Chautauqua.....	2	Dunkirk.....	Smith.....	Miss Rice.....	Miss Collier.....
" 24	Cayuga.....	1	Weedsport.....	Hull.....	Miss Rice.....	Miss Collier.....
Oct. 1	Wayne.....	2	Newark.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 1	Genesee.....	.....	Batavia.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 1	Livingston.....	1-2	Genesee.....	Williams.....	Miss Rice.....	Miss Collier.....
" 1	Cayuga.....	2	Moravia.....	Smith.....	Miss Rice.....	Miss Collier.....
" 1	Tompkins.....	2	Dryden.....	Hull.....	Miss Rice.....	Miss Collier.....
" 8	Chenango.....	1	Norwich.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 8	Suffolk.....	1-2	Amityville.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 8	Nassau.....	.....	Rockville Center.....	Williams.....	Miss Rice.....	Miss Collier.....
" 8	Ulster.....	3	Ellenville.....	Smith.....	Miss Rice.....	Miss Collier.....
" 8	Chenango.....	2	Bainbridge.....	Hull.....	Miss Rice.....	Miss Collier.....
" 15	Allegany.....	1	Angelica.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 15	Washington.....	2	Sandy Hill.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 15	Wyoming.....	1-2	Perry.....	Williams.....	Miss Rice.....	Miss Collier.....
" 15	Allegany.....	2	Wellsville.....	Smith.....	Miss Rice.....	Miss Collier.....
" 15	Madison.....	1	Hamilton.....	Hull.....	Miss Rice.....	Miss Collier.....

Counties

CHAUTAUQUA.—Prof. E. E. Scribner, formerly principal of Dunkirk's high school, begins the school year as superintendent of schools in that city.—Evans S. Parker, a Hobart graduate, is the new principal at Dunkirk.—An attempt to hold a union institute of the three Chautauqua districts failed.—Miss Maud Babcock, formerly of the Westfield high school, will teach methods in the Flagstaff, Ariz., Normal School the coming year.

DUTCHESS.—Poughkeepsie has given power of selecting teachers to the superintendent of the city schools.

ERIE.—Supt. Emerson of the Buffalo schools, by instruction of the state department, will make the course of instruction of the teachers' training school more rigorous.—George L. Hanley, late superintendent of the Dewey schools, is added to the teaching force of the Buffalo high school.

HERKIMER.—A. N. Russell of Ilion has offered three prizes to the teachers of Herkimer county for the best essays on "The Common Schools."—Miss Harriet Corbin has resigned her place as teacher in the Little Falls schools, to accept a position at Cleveland, O.

JEFFERSON.—The board of education at Watertown has adopted the free text book system.

MONTGOMERY.—The Clinton Liberal Institute will be rebuilt at Fort Plain.

MONROE.—The opening of the Rochester University to women seems now assured.—Miss Mary Julia Phelps has been secured to teach methods in the Rochester training schools.

NIAGARA.—Promotions will hereafter be made from the eighth grade instead of the ninth grade of the Niagara Falls schools.

ONEIDA.—Prof. C. H. Oaks has tendered his resignation as instructor in manual training at Utica.—Utica will name its schools after local public men.

ORLEANS.—Prof. Freeman A. Green, A. M., superintendent of the Albion union free schools for several years prior to 1898, died August 27. His death is much regretted.

SCHENECTADY.—Schenectady has adopted the merit system of raising salaries.

STEBEN.—Miss Fannie Mantanye of Cortland begins work as teacher of drawing in the Bath schools.—Lee Duncan Miller, for years principal at Bath, is dead.

WARREN.—Miss Margaret M. Howard of Glens Falls has accepted the position to teach drawing in the Sandy Hill schools.—Miss Anna Stiles has resigned her position at Sandy Hill to accept one as teacher of the training class at Illion.

WYOMING.—Miss Isabel Cornwell of Sauger-ties, N. Y., has been engaged to teach music and drawing in the Warsaw High School.

Greater New York

BROOKLYN.—The annual report of Borough Superintendent of Schools, Edward G. Ward places the school population of Brooklyn at 291,637.—The teaching force of Brooklyn numbers 3,750.—There is a proposition before the schools of Brooklyn to have introduced in them the "Sloyd" manual training system, which has met such favor wherever heretofore tried. The system consists of work in wood, making useful objects from it with the knife.

QUEENS.—Thomas B. Kivlin, teacher in school No. 1, Long Island City, died recently. He was one of the two teachers from New York City who attended the National Democratic convention at Kansas City in charge of twenty-five boys of the public schools.

Among the Colleges

COLGATE UNIVERSITY

The board of managers of the University have made provisions for establishing a department of Pedagogy. This enables the graduates of the college to become recognized by the State Department, being privileged to teach in the State without passing the State examinations.

The following members of the faculty have been granted leave of absence for the year: Dean W. H. Crawshaw and Prof. C. W. Spencer of the college, and Dr. W. N. Clarke of the seminary.

The President's house is nearing full completion.

Among new gifts for the college are the following: A new pipe organ for the chapel, presented by Mrs. James C. Colgate of New York; the library of Rev. Thomas J. Conant, consisting of 1400 volumes; and a silver loving-cup, for inter-class base ball.

VASSAR COLLEGE

Within the past year an endowment fund of \$10,000 has been raised for Vassar library. The endowment committee and different classes of the alumnae have secured this fund.

Samuel D. Coykendall of the Board of Trustees of Vassar College has renewed his gifts of \$250 for the maintenance of Vassar's relation to the American School at Athens; \$150 for the Woman's Table at the Zoological Station, Naples, Italy, and \$150 to keep the membership in the Marine Laboratory at Wood's Hall, Massachusetts.

Lida Shaw King, '90, has received the Agnes Hoppin fellowship for study at the school at Athens.

Margaret Floy Washburn of the Class of '91, has been made warden of Sage College, Ithaca, N. Y.

COLUMBIA UNIVERSITY

The Teachers' College has gained broad influence in the twelve years of its existence. There were sixty-five graduates in the class of 1900, thirty-seven of whom have state normal school diplomas or college degrees. They came from twelve states and Canada, and represent seven state normal schools and fourteen colleges.

University of the State of New York

Authorized Announcements September 1900

HIGH SCHOOL DEPARTMENT

The following circular has been sent to the secondary schools in the University:

REGENTS OFFICE,

ALBANY, N. Y., 27 Aug., 1900.

To the Principals

Your attention is called to the following:

SPECIAL TOPICS. As announced in the academic syllabus of 1900 special topics are discontinued.

PHYSICS AND CHEMISTRY. Four counts are allowed for the entire course in either physics or chemistry and two counts are allowed for each half course corresponding in topics to parts 1 (all except sound, light and electricity) and 2 (sound, light and electricity) of the former division of these subjects. Each question paper will be divided into two parts and will contain the following note:

Answer 10 questions but no more; of these at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. A laboratory course previously approved by the inspector with notebook certified by the principal may receive 20 credits towards the examination in which case only eight questions are to be answered, four from each part as above.

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Answer 10 questions but no more. A laboratory course previously approved by the inspector with notebook certified by the principal may receive 20 credits toward the examination in which case only eight questions are to be answered.

ENGLISH READING. Texts for the academic year begins August 1, 1900, and August 1, 1901, designated by the Association of colleges and preparatory schools for those entering college in 1901 and 1902, are

For reading: Tennyson's *Princess*, Shakespeare's *Merchant of Venice*, George Eliot's *Silas Marner*, Addison's *Sir Roger de Coverley papers*, Coleridge's *Rime of the ancient mariner*, Pope's translation of the *Iliad*, Books, 1, 6, 22, 24, Goldsmith's *Vicar of Wakefield*, Scott's *Ivanhoe*, Cooper's *Last of the Mohicans*.

For study: Burke's *Conciliation with America*, Shakespeare's *Macbeth*, Milton's *Minor poems*, Macaulay's *Essay on Milton*; *Essay on Addison*.

HOME SCIENCE AND SHOPWORK. For the present no formal written examinations will be given in these subjects, but two counts will be allowed for the successful completion of each year's work on the certificate of the principal and the approval of the inspector.

MEMORY SELECTIONS. Questions involving repetition from memory will hereafter be optional in all language papers.

FACULTY. Kindly send at your early convenience a corrected list of the names of your academic faculty including the principal.

DUPPLICATION OF BOOKS. Hereafter books for the English courses will be treated as other textbooks and the University will duplicate toward the purchase of only one copy except where the class is divided and different sections are taught in different rooms when one copy for each room so used may be allowed.

1 An approved laboratory course must consist of at least 70 exercises a year, 35 a half year, of at least 40 minutes each and the school must provide adequate facilities and supervision for individual work. Schools wishing their laboratory courses approved should file as early as possible a request to that effect. The principal must certify that each candidate claiming this allowance has satisfactorily completed the approved course and has filed a creditable notebook.

State Museum

Two months hard work at the entomologic field station at Saranac Inn, N. Y., have been brought to a close and Dr. J. G. Needham is now engaged in getting the results in presentable form. The location proved an extremely fortunate one. A number of new species were found and many life histories, hitherto unknown, were worked out. Dr. Needham's report may be awaited with great interest.

Mr. C. S. Banks, assistant to the state entomologist, is exhibiting at county fairs in the state a collection of over 100 of the more important injurious and beneficial forms of insect life. A brief catalogue, describing and illustrating the insects in the collection and giving the methods of controlling the injurious ones, is distributed free of charge.

The state entomologist has begun an investigation of the insects injuriously affecting forest trees. Two weeks were spent collecting those attacking the spruce and balsam in the Adirondack regions and a large amount of material was secured. Other species of forest trees will receive attention shortly and it is planned to put the facts in such shape as to render them of most value to foresters and others interested in trees.

Commissioners and Superintendents Meet

There was a comparatively large attendance of school commissioners and superintendents at Newburg, Thursday, September 6, at their annual meeting. An enthusiastic and profitable meeting was held.

A notable feature of the occasion was an address by the Hon. Benj. B. Odell, Republican candidate for governor, who in substance said:

"Upon you rests the direction and responsibility for the efficiency of our school system, and as year after year goes by and advancements are made in the system of public education, it must be a source of pride for you to know that such progress is the fulfillment of your own work. I am a firm believer in the public school system of the state, and by that I do not mean a system which would make of the common schools academies or colleges. I do not wish to be

understood, however, as being opposed to the higher institutions of learning because I am as firm a believer in these as I am in our public schools; but because of the fact that the majority of the children never go beyond the common schools of our country. I believe that they should be made as efficient as possible to fit men for business life, and that the education should be along these lines rather than along the academic branches."

Hon. Charles R. Skinner addressed the school commissioners upon what is expected of them, and made an able and forcible representation of their duty as overseers of the common schools.

The new officers elected are: C. Edward Jones, Pulaski, president; Edwin F. McDonald, Massena, first vice-president; S. L. Strivings, Gainesville, second vice-president; Cora A. Davis, Whitesboro, and Carlos J. Coleman, Madison, secretaries; Albert D. Sheffield, Nelliston, treasurer; Henry R. Sanford, Penn Yan, transportation agent.

The next meeting of the association will be held at Lakewood, on Chautauqua Lake, near Jamestown.

State Teachers' Association

The following are the newly elected officers of the New York State Teachers' Association: President, John T. Nicholson, New York City; Vice-President, D. E. Batcheller, Buffalo; Secretary, R. A. Searing, Rochester; Treasurer, Wm. H. Benedict, Elmira; Transportation Agent, James McInnes, New York City; Supt. of Exhibits, T. E. Finegan, Albany.

Teachers who are wondering how they are to teach the plot structure of *Ivanhoe* in the Regents' courses in composition and in First Year English will be interested in the "Guide

to the Study of *Ivanhoe*" that Mrs. H. A. Davidson is preparing. Many will recall Mrs. Davidson's very suggestive articles on "Silas Marner" which appeared in *NEW YORK EDUCATION* two years ago. These proved so acceptable to teachers that Houghton, Mifflin & Co. afterward incorporated them in a new edition of "Silas Marner." Mrs. Davidson's "Guide to the Study of *Romola*" is now in the second edition, and there is every reason for believing that the "Guide to the Study of *Ivanhoe*" will prove even more helpful to teachers who lack the time to gather for themselves all possible aids to instruction.

Announcement has been made of the organization of the Correspondence School of Highland Park College with Dr. Henry Sabin, ex-State Superintendent of Public Instruction, as conductor.

In view of Dr. Sabin's long and useful career as a public school man and his recognized eminence in educational circles, the readers of this magazine will be interested in his future plans.

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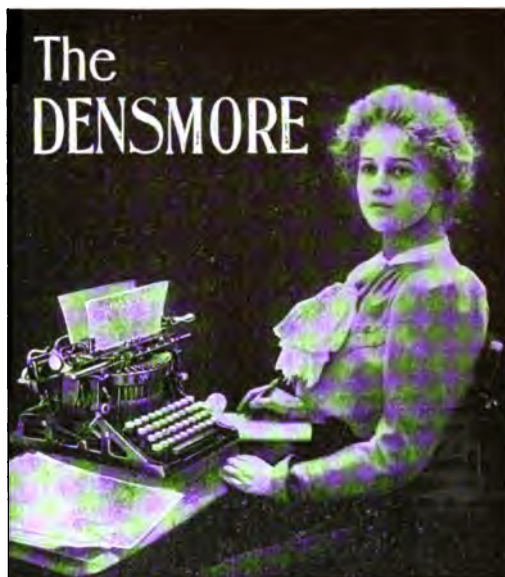
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SARATOGA, N. Y.—I was last night elected to a position for the coming year in the Saratoga high school. I want to thank you for your interest in me. MARY E. SNOW, June 17, 1900.

ANDES, N. Y.—I have just accepted a position at Andes, N. Y., and thank you most sincerely for the assistance which you have rendered me in obtaining it. MAUDE E. SOUTHWORTH, Edmeston, N. Y., June 18, 1900.

NORTH ADAMS, MASS.—I have received from Superintendent Hall the formal notification of my unanimous election as teacher of history in the Drury high school. I really cannot say enough in praise of the prompt, energetic and efficient service of your agency, and I thank you for it most sincerely. ANNA MARTIN PUGSLEY, Washington, D. C., July 1, 1900.

BLAUVELT, N. Y.—I have been elected to the position at Blauvelt and have accepted it. I wish to thank you kindly for securing the position. OLIVE E. BROWER, Newburgh, N. Y., July 2, 1900.

MALONE, N. Y.—Find enclosed postoffice order for commission. I thank you very much for your assistance and believe I shall enjoy my work at Malone very much. M. H. BIGELOW, Ontario, N. Y., July 3, 1900.

HARDWICK, VT.—I have accepted the position at Hardwick, Vt., and enclose commission on the salary. I wish to thank you for your efforts in my behalf and I will always feel justified in recommending your agency. RUTH WARD, Evans Mills, N. Y., July 5, 1900.

PASSAIC, N. J.—Supt. Spaulding of Passaic, N. J., has informed me that I have been elected to a primary position in that city. I feel very much pleased at having secured the position and appreciate your assistance in the matter. JANE A. ENGLISH, Cambridge, N. Y., July 10, 1900.

PETERBORO, N. Y.—The Board of Education at Peterboro, N. Y., have unanimously elected me principal of their school for the coming year. Enclosed you will find your commission. ROY B. KELLEY, Oneonta, N. Y., July 21, 1900.

ST. REMY, N. Y.—I write to inform you that I have accepted a position at St. Remy through your agency. I thank you for the interest you have taken in me. M. R. ZEH, Central Bridge, N. Y., July 23, 1900.

HANCOCK, N. Y.—I thank you for the trouble you have taken to find me a position. I have had more notices of good positions from you than from either of the other agencies in which I am registered, and I believe I have had more notices from you than any of my friends have received who are registered in other agencies. MINNIE A. GRAHAM, Lockport, N. Y., July 25, 1900.

SAUGERTIES, N. Y.—The two positions of which I wrote you some time ago have been offered to Miss Ada L. Hoag and Miss Myrtle S. Reynolds, both young ladies whom you recommended. I wish to thank you for your prompt and efficient service. FRED N. MOULTON, Superintendent of Schools, July 30, 1900.

FRANCONIA, N. H.—I have accepted the principalship of Dow academy, Franconia, N. H. I certainly appreciate your efforts extended to me and thank you heartily for your strong support. I have lasting faith in your agency and wish to be considered a member for many years to come. F. D. HAYWARD, Ward Hill, Mass., August 3, 1900.

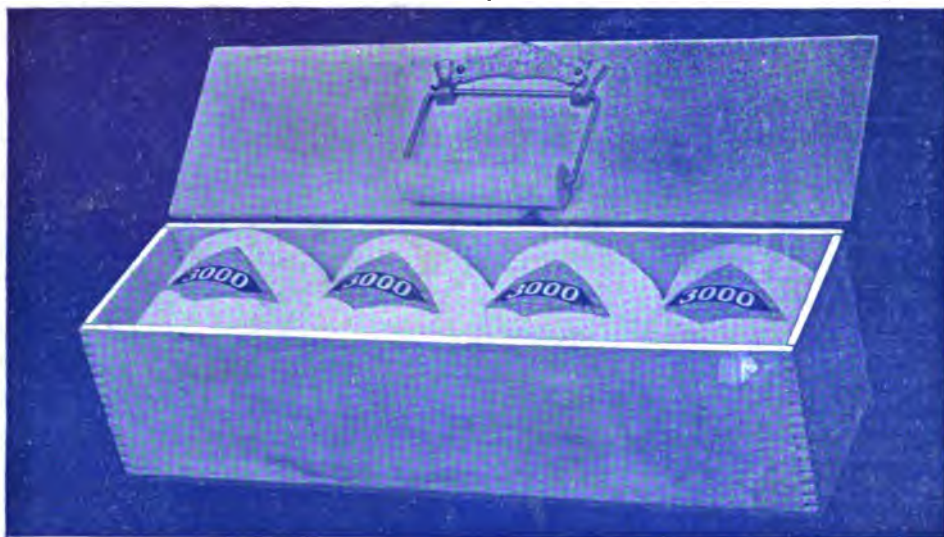
ST. MICHAELS, MD.—This is to inform you that I have been elected assistant principal of the high school at St. Michaels, Md., for which you recommended me. My relations with you have been entirely satisfactory. ERNEST SHAWEN, Waterford, Va., August 4, 1900.

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CONTENTS FOR OCTOBER

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Miscellaneous	
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School Boards—Colleges of Commerce	<i>Independent</i>
Editorials	
State Department and Regents' Offices	
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VOL. IV

OCTOBER, 1900

No. 2

RELATION OF THE SCHOOL COMMISSIONER TO THE TEACHER

JAMES S. COOLEY, M. D., SCHOOL COMMISSIONER OF NASSAU COUNTY

IN his last Report to the Legislature, Supt. Skinner says "The greatest need of our country schools is intelligent and sympathetic inspection and supervision. These must come through School Commissioners who compose that great body of executive officers who stand alike in close relation to this Department, to teachers and trustees, and to the people." An experience of six years as school commissioner, during which I have endeavored, in some degree, to realize my conception of the work of school supervision, has impressed upon me the truth of the Superintendent's statement. That others may be encouraged and stimulated to aspire to higher ideals and greater efficiency in their educational work has been my purpose in attempting to outline, in the following paragraphs, my notions in regard to the relation of the school commissioner to the teacher.

The question is often seriously asked, in some quarters, "What is a school commissioner for, anyhow?" and there are some excellent people who believe that the office might be abolished without doing any particular harm to the educational interests of the state. His duties are thought to be mainly clerical and his school visitations are deemed to be of little value. There are some teachers, indeed, teachers of experience, who have no use for a commissioner

beyond securing his signature to their certificates, and to whom his visits are unwelcome and annoying interruption. Others look forward to his coming with anxiety, dreading his presence and fearing his criticisms, and welcome the moment of his departure. In some cases, the commis-

sioner's official visits are made the occasion for an exchange of pleasantries and gossip. The school work is at a stand-still, the pupils look on in amusement, and the commissioner takes his leave, with little knowledge of the teacher's real worth, the witty jests and ready repartee with which she has skillfully filled up the hour being no index to her character or capacity. An experienced and successful teacher, a graduate from one of our best normal schools and a woman of culture and refinement, especially bright and sparkling in her conversation,

once said to me that she felt ashamed and humiliated because her principal always spent the whole time of his visits to her school room in idle gossip and small talk, as if she were incapable of having an interest in anything higher and better. It was not the wit and sparkle and gossip that she complained of. These she enjoyed quite as much as the most of us. But it was the false relation which existed between her and her principal, insulting to her intelli-



JAMES S. COOLEY, M. D.

gence, as a teacher, and belittling her worth as a woman.

Fortunately, such conditions as have just been described are not frequent. How often have I seen the teacher's eyes brighten and her whole manner speak a glad and happy welcome to the commissioner, as he entered her school room, unexpected and, possibly, unannounced! Her pupils, catching the inspiration, straightened up in their seats, and a look of eager interest and expectation beamed from every face. When the visits of a supervising officer are thus cordially received, he has the unmistakable assurance that his work, for that school at least, has not been without good results. That he may always and in every school be thus welcomed, should be his highest ambition. Unless he can be thus cordially received, his visits should be few and far between. My experience as a commissioner has convinced me that unless my visit to a school room has been productive of some positive good; unless I have brought with me a few beams of sunshine and joy; unless my coming has helped, encouraged and inspired the teacher in her work; has been the means of removing some obstacle to her success and making her work easier and her hopes brighter; unless I have awakened interest and enthusiasm among the pupils and have influenced them to strive more earnestly to become true men and women, my visit has been an unwarranted intrusion and I had no business to interrupt the teacher's programme.

In considering this question, I shall assume two propositions. First, as Supt. Soldan, of St. Louis, has so well stated it, "The welfare of the child shall always be the highest law. Upon this basis, every school and every school system should be conducted. The merit or demerit of every educational institution or measure must be judged with reference to this standard. The whole educational apparatus which the modern state has created, school laws, school houses, school teachers and school officials exist for this purpose and for no other. This principle will apply not only to the general policy of education, but to the daily routine of school business and school keeping. The wisdom of school laws, the merits of school officials, and the efficiency of teachers must ultimately be judged by the way in which the interests of the children are affected by them."

Second. The main object of all education and of all educational systems is not the acquisition of intellectual knowledge, but the formation of character and the development of true manhood and true womanhood. From the kindergarten to the university, the end to be attained is, or should be, consciously or unconsciously, the cultivation of personal power; the so weaving together the warp and woof of inheritance, instruction, influence and experience as to form the imperishable web of an immortal soul, fitted for its high destiny. Not the ability to instruct classes or to pass an examination; not the gaining of a livelihood or the amassing of a fortune; not the enjoyment of sensuous pleasures or the management of a colossal trust; not political success or the fame of a scholar, a statesman or a philanthropist, are the true objects of human effort and ambition. All these and many other pursuits which occupy the attention and tax the energies of men are but the agencies, to a greater or less degree, by means of which the great work of character building goes forward; the apparatus, so to speak, of the gymnasia of human life where immortal spirits are trained for eternity.

This is true of teachers, not only in reference to their prospective work as instructors of youth, whose expanding minds and hearts are unfolding from day to day under their care, but as vitality, intensely personal in its relation to their own individual lives. They have chosen the vocation of teaching. The motives which influenced them in making this choice were many and various. But the choice made, for every teacher, that vocation should be, and if the highest success is to be attained, must be, not merely the means of earning a few dollars, to be spent upon that which will minister to her comfort or necessity; not only a convenient stepping-stone to some more attractive or more lucrative employment; not simply a pleasant occupation for a few months or years, until the more alluring duties of home-building shall claim her; but the divinely appointed place in the world's great workshop, where her character is to be moulded and formed and fitted for she knows not what future field of usefulness, or position of honor, or of danger. There is not a day, not an hour of the teacher's experience which has not some influence upon her inmost being. The

methods of her teaching; the earnestness with which her work is done; the care and thoroughness with which she performs each day's duties; the honesty of her dealings with her pupils; these are matters, more important in their relation to her own mental and spiritual life than in their effect upon those under her instruction.

I have enlarged somewhat upon this second proposition, that I may the more clearly indicate my conception of the relations of cordial sympathy and ready helpfulness, of loyal friendship and hearty support, of mutual confidence and respect which should exist between a commissioner and the teachers of his district. All are co-laborers in a common cause, all working together for a common end, the betterment of humanity and the uplifting of the race. In his administration of the office, the ideal commissioner will be influenced by no improper motives; neither prejudice, personal ambition or ill-treatment by others will swerve him from his fidelity to duty or lead him to stoop to base and unworthy actions. In his estimate of the efficiency or the inefficiency of teachers, he will be guided, very largely, by the best interests of the pupils, and will promptly advise the incompetent and inefficient instructor to leave the profession, when repeated efforts at improvement and success have been ineffectual.

On the other hand, the teachers should have, and should show that they have, complete confidence in the commissioner's judgment. They should be loyal to his administration, always and at all times, and should follow, cheerfully and promptly, his suggestions and advice. This should be done, not in any spirit of servility or for the mere purpose of gaining favor and consideration, but for the dignity and nobility of their profession, for their own personal good, "in honor preferring one another." "There are no exceptions," said Ruskin, "to the general rule. The rich and the poor; the bond and the free; the deaf, the blind and the feeble-minded, can all secure for themselves the greatest good by working for the good of all. That educator, or that group of educators, or that educational system, or that educational institution that shall, in a high degree, promote the service power of those to whom instruction is given, cannot fail to be working on right lines, for their efforts are in accordance with a divine law."

It was stated above that the work of the school commissioner is looked upon by many as mainly clerical, and the office considered to be one of minor importance. While, in some cases, this low estimate of his official duties may be the fault of the commissioner himself, who has failed to appreciate, sufficiently, his opportunities, or to give to the office that careful attention and earnest effort which it demands, it is more commonly due to a narrow conception of the significance of the office and a failure to understand the importance and necessity of proper and efficient supervision in all educational matters. In view of the many and various subjects which require the attention of the school commissioner, I have sometimes said that he should know something of several professions. He must be skilled, not only in imparting instruction to pupils, but in teaching teachers how to teach; reports, abstracts and apportionments which he is called upon to make, from time to time, require the knowledge and accuracy of an expert accountant; he is continually applied to for opinions and legal advice upon matters of school law; he should know something of civil engineering, properly to adjust and rectify school district boundaries; he must be an expert in the theory and in the practical methods of lighting, warming and ventilating school buildings; he should be a wise and efficient supervising officer or inspector, and, above all, he must know men, and possess infinite tact and good judgment in dealing with the many vexatious questions that so frequently arise in connection with school affairs.

For the purpose of considering the duties of the school commissioner's office more specifically, I have classified them under three departments of clerical, judicial and supervisory. It is not within the scope of this article, to make an exhaustive catalogue of the commissioner's multifarious duties. Those only need to be noticed which are most important and in which he is brought into relation with the teachers of his district. His clerical work falls, naturally, into the three divisions of correspondence, examinations and reports. Whenever a teacher writes to the commissioner for some desired information, she expects, and she generally receives, a prompt and satisfactory reply. Good manners, no less than professional courtesy, requires, on the part of the teacher, a like prompt response

to communications received from the commissioner. If, for any reason, an immediate answer cannot be returned, an apology should be made for the delay, and the excuse ought never to be given that the matter had been laid aside and forgotten. If the commissioner's letter was one of criticism or suggestion, a proper spirit will lead to prompt expression of gratitude for the favor and assistance, and to earnest effort to profit thereby. Some of the pleasantest letters I have ever received were from teachers grateful for the kindly but often severe criticisms which I had made upon their work. One further suggestion. Teachers should make use of their commissioner's position by seeking from him, rather than elsewhere, whatever information they may desire upon educational subjects. They should never allow themselves to trouble the State Superintendent and add to the already voluminous correspondence of the Department of Public Instruction, by writing to Albany for information which it is the commissioner's duty to give them and their privilege to ask of him. Those teachers will best honor their commissioner and show their appreciation of his work who write to the State Superintendent as seldom as possible, but make all their requests of the commissioner, or through him.

In conducting teachers' examinations, the commissioner expects, and has a right to believe, that every candidate will be honest and honorable in every particular. He believes that no one should assume the responsible position of teacher who is not strictly truthful and honest, and it is with reluctance that he ever acts the part of a spy or a detective, and any reference to the matter of possible dishonesty, in a class of young people who aspire to be teachers, is most distasteful to him. The candidate who makes use of dishonorable means of any kind in an examination, receives thereby a personal injury for which the possession of a certificate is not the slightest compensation. Better, infinitely better, that a candidate should fail in her examination again and again, than to receive a certificate which will bring the blush of shame to her cheeks every time she sees it. If any have not the ability, the patience or the determination to earn a certificate, honestly, it were better for them to give up their purpose of teaching school and become kitchen maids or servants, than to undertake the holy work of child-training with hearts

blackened and foul with dishonor and deceit. I know these are strong terms I am using. I am aware that some profess to look upon this as a trivial matter and regard the offense as of small consequence. But if such a thing as moral government exists in the universe; as long as justice, honor, truth and righteousness are not delusions and fancies, no language can too plainly or too forcibly express the necessity of truthfulness, honesty and integrity as essential qualifications of the instructors and teachers of our youth. Go, kneel in your closets and weep bitter tears of repentance, if any who read these lines have ever erred in this direction, and henceforth, by your precept and by your example, teach the priceless value of truth.

For purposes of study and comparison, for use in the office of the State Superintendent, and for his own information and convenience, the commissioner, from time to time, must compile numerous, and sometimes voluminous reports, covering the financial condition of the several school districts; the attendance of the pupils, the enforcement of the compulsory education law, the kind and grade of certificates held by the teachers in the several schools of his district, and many other matters which need not here be mentioned. The teachers can do much to facilitate this part of the commissioner's work, by promptly filling out and sending to him, at the close of their first day of school, the slips from the school registers, containing their names, addresses and grade of certificates; by returning to him, without delay, all blanks sent to them, asking for certain information necessary for his records; by using great care that all questions on all such blanks are fully and correctly answered; by observing, carefully, all the directions to teachers and school officers contained in the school registers; by footing up correctly the attendance of the pupils, and making all necessary entries in their registers, at the end of the school year, before handing the same to the district clerk or trustees. Here, again is evident the personal value to the teacher of being prompt, thorough, careful, and exact in all her work. By cultivating these habits, as teachers, they are fitting themselves to meet with success the sterner duties and the larger responsibilities of the oncoming future.

In the discharge of the judicial duties of this office, the school commissioner must

sometimes assume heavy responsibilities. Whenever the educational interests of any school district in his jurisdiction require such action, he may condemn the school house therein, as unfit for further use, and may direct the erection of a new building, at such cost as he may deem necessary for the accommodation of the children of the district. He may also require trustees to procure new furniture, and to provide better and more adequate facilities for warming and ventilating the school rooms, when, in his judgment, necessary or expedient. He has the authority to annul the certificate of any teacher, upon proof of immorality, and may abolish a school district and annex the territory thereof to one or more adjoining districts, if he deems such action necessary for the best educational results. While a commissioner will seldom be called upon to exercise his authority in these directions, it is well for teachers and school officials, and the public generally, to know that the statute gives to him these discretionary powers which may be used for the good of the district. It is far better, if possible, to secure the necessary changes and improvements without resorting to arbitrary measures, and, as a rule, the residents of a district will not refuse to comply with all reasonable requirements, if approached with tact and good judgment. But when the health or the educational advancement of the children is endangered by further delays, the commissioner should not hesitate to exercise his authority to its fullest extent.

Whenever a commissioner visits any school, he should find the registers footed up to date and ready for his inspection. If he finds them neatly and correctly kept, he will certify to that fact. If he finds errors or omissions, he will call the attention of the teacher to the matter, and whatever corrections or changes he may suggest or require should be promptly and cheerfully made. The habit of some teachers of leaving the attendance unfooted for several weeks is unbusinesslike, and sometimes occasions the commissioner much extra trouble. The record of attendance which is required by the Compulsory Law is somewhat complicated and great care should be taken to keep it properly. For the purpose of giving the teachers assistance in the matter of recording the attendance, some commissioners now place a

special circular in each register, calling attention to the best method of keeping these records.

The present Compulsory Law gives to the school commissioner alone the power of removing incompetent or unsatisfactory attendance officers, appointed for school districts by town-boards. It is the duty of the teacher to keep the commissioner fully informed as to the manner in which this wholesome law is enforced. Whenever, in the judgment of the teacher, the attendance officer is inefficient or negligent in the performance of his duties, the commissioner should be notified promptly. The zeal of teachers in securing compliance with this law should always be tempered with discretion, for the law was intended to be remedial and not punitive in its action, and much can be done by the wise teacher to create a healthy public sentiment, favorable to the law, which will make it unpopular for any child of school age to be absent from school.

The State of New York now maintains at public expense twelve schools for the professional training of teachers. As the standard of qualifications for teaching in the public schools has steadily advanced, and as the position of the teacher has become more honorable and more responsible, it is quite important that those who enter these institutions shall possess the "health, mental ability and moral character" requisite for success in their prospective calling. Upon the school commissioners of the state rests the responsibility of recommending candidates for appointment to these schools. Here is a matter in which teachers can greatly aid the commissioner and advance the cause of education. While all pupils should be urged to fit themselves for positions of usefulness and responsibility, no young man or woman should be urged to take a normal training course who lacks the essential qualifications of a successful teacher, and whose application for appointment cannot be conscientiously approved by the commissioner. On the other hand, there are many bright and promising pupils in whom a little attention and encouragement from the teacher will awaken an ambition to enter the teacher's profession. This attention and encouragement, it is the teacher's duty to give them. "In every process of training to serve," says Dr. Trumbull, "there is the three-fold

work of winning to the service, of informing concerning the service, and of exercise in the service; of enlistment, of instruction, and of drill." Into the hands of the teacher is committed, in great measure, the first of these, the winning to the service of soul-training. Upon her personality and her manner much more than upon her words depends her success or her failure in this direction. "A few only," says Bishop

Spaulding, "are urged by the impulse to grow ceaselessly in mental power, as but few hunger and thirst for righteousness." Some pupils there are who need no urging along the pathway of culture and knowledge. But for the most of those who enter the public schools, assistance, sympathy and encouragement are ever needful.

(Concluded next month.)

THE PRESENT AND FUTURE OF BUSINESS EDUCATION

I. O. CRISSY, INSPECTOR OF BUSINESS EDUCATION

(Abstract of paper read at the State Teachers' Association, 1900.)

ONE of the leading educational features of the day is the demand that our young people should be given the same facilities for education for industrial and business pursuits as for the so-called learned professions or for literary pursuits; and this conception is steadily gaining force throughout the civilized world.

The earlier business schools were usually founded by private enterprise, but now in most of the European countries, they are either liberally subsidized by the government or taken entirely under its control. Germany has led in the development of systematic industrial and business education, impelled thereto by the discovery at our Centennial exposition at Philadelphia that the goods she so freely exhibited were, in comparison with those of other nations, "cheap but wretched." Quite curiously, England, the greatest commercial country in the world, had, up to the middle of the nineteenth century, given no attention to commercial education. But she began to open her eyes a few years ago when she made the discovery that Germany was storming the foreign markets, and that London counting houses were being filled with German clerks. Her eyes are wide open now to the advantages of commercial education; and while she has not yet achieved any systematic organization, many of her leading men are working earnestly in this direction.

Here, as in Europe, the first schools for teaching business subjects were started by private enterprise, and while they made little headway at first some of them eventually achieved success. They were seriously handicapped from the start by the name

"college," which, like a "high" hat on a small boy, made it hard to take them seriously. Yet in spite of this incubus, some of these schools have done work of great value to the business community.

It is a pleasure to note that many of the best among them are dropping the word college and assuming more dignified if less pretentious names. As the outcome of a conference of a committee representing the better class of proprietary business schools of this state with the Regents of the University in 1896, a system of inspection and registration of business schools was decided upon, including state examinations in the various business subjects. The committee and the business school proprietors generally expressed a determination to co-operate with the regents in elevating the standards of business education and giving a more dignified character to the business schools. As an incentive to a broader and more thorough preparation for business life, the regents decided to offer a credential known as the state business diploma to students who, having graduated at a high school whose course included U. S. history, civics, and economics, take a supplementary one year course in a registered business school and pass regents business examinations in advanced bookkeeping, business arithmetic, business practice and office methods, commercial law, commercial geography, history of commerce, business English, and business writing.*

*Other business credentials are also to be granted by the University. For full particulars, see revised business syllabus, which may be obtained on application to the University.

The continental countries of Europe have not hesitated to use the machinery of the public schools to educate boys for commercial pursuits. But when this was suggested in England the old-time schoolmaster rose up to bar the way. He waved with nervous energy the red signal of danger. It is true that nothing had as yet been asked of the schools in behalf of commercial education further than that students be allowed to take a little of the special work, by choosing the more useful subjects when option was offered between studies similar in character and of equal value as mental discipline. But the danger against which the old schoolmaster's signal was set was "too early specializing." It had long ago been settled in his mind that there are two stages in education, more or less overlapping but distinct—one aiming chiefly at development of faculty, the other at its application. The first stage is to make the man, and that must be done by following the stereotyped classical course—the course leading to the college and the university. Specialization must not on any pretext enter the middle or secondary school. Honor, honesty, and strength of character, the first things to be sought, are to be developed in the schools, and only by the tried and time-honored courses. The practical knowledge that must be added to win success must be sought elsewhere. They are still arguing this question in England, and it is of interest to us to note that even in classic England the views just stated do not go without challenge from men in the front rank of educational work.

Chairman Webb, of the technical board of the London county council, says: "The idea that a 'good general education' of a literary or classical type is an adequate, if not, indeed, the best preparation for every kind of career, sounds like a survival from the middle ages. * * * There should at any rate be a clear distinction between an educational course which ends at fifteen or sixteen, and one which is intended to be continued up to twenty-two or twenty-three. Yet so strong in England is the feeling that education is *one and indivisible* that the vast majority of middle schools go the same way as the high schools, habitually working up to the same examinations. * * * Again: "There must be room for some schools, which need not be called commercial schools or wear any

other badge of supposed inferiority, but which should reject all connections with the university, which should decline to follow its traditional curriculum, and which should arrange a course of study deliberately based on the needs of boys who will become clerks at fifteen or sixteen. * * * What I am advocating involves no narrowing of the curriculum. It implies, on the contrary, much more culture, the taking of a wider view of existence, a great deal more of 'seeing life truly and seeing life whole' than the average secondary schoolmaster, experienced only in one line, is as yet either capable or conscious of. One of the greatest difficulties in the way is, indeed, the lack of adequately trained teachers. But what I am advocating does mean the abandonment of scholastic prejudice and tradition in favor of a purposeful adaptation of means to ends. It means the putting of a great deal of deliberate contrivance into the business of making the most of three or four years of a boy's life." There were many other English delegates in the International Congress on Technical education that quite agreed with Mr. Webb in these views.

Here in the United States we have not shared the anxiety of England regarding the great progress made by Germany as a commercial nation. Our home markets have been so vast and so profitable that the question of foreign markets has not been a matter of serious public concern. But the outlook has changed materially within the past four years. There has been a startling increase in our exports of manufactured goods, which have now run up to a cool million of dollars daily. With expansion of territory has come increased trade; or would it be more logical to say that because of increased trade has come expansion of territory? Under either proposition the results are the same. "Uncle Sam" is now recognized by European commercial nations as a formidable competitor in the markets of the world.

We have supplied English railways with locomotives and steel rails, and have shipped them also to India and Australia, along with iron bridges all ready to set up. We have sold pig-iron in Birmingham and cutlery in Sheffield. Both England and Germany are buying our boots and shoes; and American goods are constantly growing in popularity wherever they have been prop-

erly introduced, and they are competing successfully even in countries which are leading producers of similar goods.

These facts and conditions, and the still wider field which manifest destiny is even now opening to our commerce, have served, and are serving, as a powerful stimulus to business education in the United States. Here, as in England, the old time schoolmaster raised his voice against specialization in the secondary schools, and against any departure from the time-honored curriculum. He was heard with respectful attention; but commercial courses found their way into high schools and academies, where many students were ready and anxious to take them. The number of these courses is steadily increasing with every year, and they are becoming increasingly popular. There is little disposition shown in the formation of these courses to ignore or treat lightly the studies that have been held to make specially for culture or educational development. It is true that Greek does not find a place in the curriculum; but Latin is frequently one of the subjects of the course, and at least one modern language (usually German or French) is generally obligatory. Great stress is laid on English (language and literature); history receives much attention, and mathematics is naturally at the very foundation of the course. In short, the four-year commercial course in the high schools of our state will turn out students with a well-rounded secondary education, and fairly equipped to begin immediately, if need be, to earn their own living.

The state business diploma course, to which reference has been made, was first offered by the regents with a view of making such of the proprietary business schools as were fitted for the work a part of the machinery for a broader and better preparation for business life, by adding to the secondary education of the usual high school course a supplementary year of training in a registered business school. This would postpone the technical business instruction to the final year of the course. I believe this plan to be founded on right principles and very nearly ideal; but for various reasons it has not met with the realization that was hoped for. On the one hand the proprietary schools appear to have been unable to draw to themselves students with the

requisite preliminary education, or if such students have come, they have not remained to complete the technical studies necessary to obtain the diploma. On the other hand, events have moved swiftly in another direction, and the growing public demand that education for business be as free as that for literary purposes or the learned professions, has led to the establishment of full commercial courses in public secondary schools, as has just been stated. This has led to such modification of the state business diploma course as will make that diploma available as the graduating credential of the four year commercial course of the high school; while it is also available on the same terms to the registered business schools. Meantime the state business certificate, which is conferred without conditions of preliminary education, on those who pass the regents business examinations (the same as set for the diploma) is being sought and obtained by many students of the proprietary schools.

The discussion as to the propriety of introducing business subjects into the public schools will perhaps go on; but the question itself, so far as America is concerned, seems to be practically settled. The commercial courses are here, and apparently they are here to stay. I believe their presence is by no means an unjustifiable intrusion. Business is not a special calling, like medicine, law, and theology, but enters in some form into every vocation in life. Some knowledge of its laws and forms is a necessary part of a "general education." A business course in a high school need not call for any "specializing" under sixteen or seventeen, when any danger that might attend it at an earlier stage is practically neutralized.

I am not posing to make business education a substitute for classical education, or arguing in any way for a distinctly modern or non-classical education. I will even say that in my judgment a classical education pursued to its logical conclusion, the college and the university, is probably desirable beyond any other. But a classical education prematurely cut short is quite another matter. We have to reckon with an all-important condition—the length of time our student will remain in school. If his school days are to end at thirteen, fifteen, or even at eighteen, I believe it is possible to give him something more useful than the

unadulterated classical curriculum. If he is to go direct from the school out into the world to earn a livelihood, I think book-keeping will be of far greater value to him than Xenophon's *Anabasis*, that business forms will be of more service than conic sections, that commercial law will be worth more than psychic philosophy, and that modern shorthand will pay better than ancient hieroglyphics.

No one now disputes the proposition that a good elementary education is the birth-right of every child; and there are few to dispute the further proposition that he should be given something besides that—something that shall insure, so far as any help can insure, his becoming a useful and self-supporting member of the community. Wendell Phillips said: "In my judgment we have no right to take a man's child from him and keep him until he is fifteen, or to induce a man to trust his child with us until he is fifteen, and then hand him back unable and unfit to earn his bread." Of an episode in his own life, the younger Charles Francis Adams remarked: "In the days of repeating rifles, Harvard sent me and my classmates out into the strife equipped with shields and swords and javelins."

I have said, inferentially, that the high school affords at the present time the most hopeful agency in our country for education for a business career. The time has gone by for the American high school to be used wholly, or even chiefly, as a machine for college preparation. It has—I will not say a higher, but a broader, mission. More and more, with each passing year, it is becoming for our younger men and women the finishing school for life—the college of the people; and preparation for higher institutions will be but one of the incidents of its enlarged work.

But what are we to do for the thousands who can not or do not reach the high schools? Can business subjects be taught in the grades? It is quite possible, I think, to give to the grammar school pupil a fair and enduring knowledge of the more common business forms, such as bills, receipts, checks, notes, drafts and bills of lading, in connection with his instruction and drill in writing—copy books having been recently published with that end in view. In the same way he may be made acquainted to some extent with business correspondence, without taking time from the other studies

he is pursuing; and similarly some of his work in arithmetic may take the form of simple bookkeeping, without any detriment to the subject-in-chief, and with much interest and satisfaction to the pupil on account of the practical character and novelty of the work. Cheap and convenient blank books for this work can readily be obtained.

But in my judgment the best hope for students who cannot take the high school course is to be found in supplementary or continuation schools established for this very purpose. Of course the private business schools are always ready to furnish in the shortest possible time, and at day or evening sessions, the technical instruction necessary to fit the student for a clerkship. But such instruction has to be paid for, and that is what many of those who most need it are not able to do.

As bearing on this phase of the question I may mention an interesting experiment that is being tried in Syracuse. In September, 1899, what may be fairly termed a continuation school for instruction in business subjects was opened in one of the old school buildings as a part of the public school system of that city. The school, as I understand, was intended to receive such as had left the grammar schools by graduation or otherwise, and who did not expect when leaving to spend any further time in school. The subjects taught were book-keeping, business arithmetic, writing, business correspondence (including punctuation, spelling, etc.), and, I think, commercial law. Shorthand and typewriting are not taught in the school. In a recent conversation with Mr. D. Rosenbloom, president of the Syracuse board of education, to whose efforts the experiment is mainly due, he informed me that the school had registered during the year about eighty pupils and that the results were so encouraging that the school would be continued.

In conclusion it may as well be frankly admitted that business education in America is still in a formative or experimental stage, and that it will be long before the last word is said as to what course it ought to take. I have mentioned some things that have already been settled. There are many others that are insistently demanding attention; and I am sure that the teachers of the State of New York have the courage to take their full share in the work of solving these problems.

THE TEACHING OF BOTANY IN HIGH SCHOOLS

PROF. H. N. POLLOCK, (FORMERLY) ALBANY HIGH SCHOOL

THE wide diversity of subject matter in the various text-books on botany used in high schools and the different methods in vogue among teachers are causing a deplorable lack of uniformity in the teaching of this subject. In many schools instruction is given in structural and systematic botany only; in others, plant physiology and ecology are taught to the exclusion of the other branches of the study; in others the class work consists mainly of observation of the forms and habits of the principal plants in the vicinity of the school, in still others, the study is one of cells and their functions. Sometimes cryptogams are given special attention and sometimes phanerogams. Sometimes much of the work is done in the laboratory; sometimes none at all.

While each of these departments of botanical work is valuable and interesting, none is so much so that it deserves the entire attention of a high school class. Moreover, this lack of uniformity in teaching degrades the subject, so that, while botany should rank among the first of high school studies, it is really considered among the unimportant ones. But few colleges accept botany as an entrance study and scarcely none require it. So little regard is given this science that teachers of botany, as a rule, are not supposed to have had any special training for their work. Naturally, they follow their text-book and their own inclinations.

All this should be changed. *High school botany* should be so defined that every teacher of botany, whether in the high school, college or university would know the meaning of the term. Then the college professor would be able to plan his work so as to build upon the foundation laid by the high school teacher, and the latter would be anxious to do the work assigned him so well that the college professor would have no difficulty in building upon it. In New York state this end could be best accomplished by an agreement of the Regents with college and high school authorities as to what should constitute a preparatory course in botany. One definite course could be laid out as the minimum requirement of all the high schools of the state. This course should include every

branch of the science and should not give undue emphasis to the fancies of the hour.

Americans go to extremes. They delight to leave the old and rush to the new. School men are no exception. Just now, nature study, plant physiology and ecology, are the newer phases of botanical study demanding our attention. They present so many interesting features, that they tend to displace the other branches of the subject. While I would give each of these newer departments of plant knowledge its proper place, I would not have structural and systematic botany displaced. The high school must give the broad view of a subject, the college and university must present the special features.

With the above ideas in mind, I submit an outline for a twenty weeks high school course in botany. The work consists of three recitation periods and two (2 hour) laboratory or field periods per week. I include some things which would necessarily be left out of a minimum course.

PARALLEL COURSES

Recitation Work

Explanations and discussions of structure, functions, life history and classification.

1. Comparison of plants and animals.

2. Cryptogams.

I. Thallophyta.

- a. Unicellular forms.
- b. Higher Algae.
- c. Molds.
- d. Fungi.
- e. Lichens.

II. Bryophyta.

- a. Mosses.

III. Pteridophyta.

- a. Horsetails.
- b. Ferns.

3. Phanerogams.

I. Exogens.

- a. Angiosperms.
- b. Gymnosperms.

II. Endogens.

4. Morphology of parts. External and internal structure.

- a. Embryos and seed.
- b. Roots.
- c. Stems.
- d. Buds.
- e. Leaves.
- f. Flowers.
- g. Fruit.

Laboratory and Field Work

Observation of the structure, functions and environment of plants, making sketches, diagrams and notes.

1. Paramoecia, desmids and diatoms.

2. Cryptogams.

I. Thallophyta.

- a. Yeast, bacteria, single-celled algae.
- b. Spirogyra, vanderhoefia, cladophora.
- c. Pencillium, mucor.
- d. Common mushroom, mold.
- e. Xanthoria.

II. Bryophyta.

- a. Pidgeon wheat moss.

III. Pteridophyta.

- a. Common horsetail.
- b. Common brake, common polypode.

3. Phanerogams.

I. Exogens.

- a. Bean, maple, rose, etc.
- b. Pine.

II. Indian corn, palm, Indian turnip, orchid.

4. Morphology of parts. (Several typical forms of each should be studied.)

- a. Embryos and seed.
- b. Roots.
- c. Stems.
- d. Buds.
- e. Leaves.
- f. Flowers.
- g. Fruit.

- | | | | |
|--|---|---|--|
| 5. Functions of the various parts. | 5. Experiments in plant physiology. | b. Distribution of plants. Plant societies and zones. | b. Field studies. |
| 6. Modes of pollination and fertilization. | 6. Pollen, ovules and irregular flowers. | c. The struggle for existence. | c. Field studies. |
| 7. Seed distribution. | 7. Keys, burrs, hooks, pappus, etc. Field observations. | d. The weapons of plants. | d. Thorns, spines, hairs, poisons, etc. |
| 8. Modes of reproduction. | 8. Buds, seeds, grafting, layering. Field observations. | e. Evolution. | e. Field studies. |
| 9. Relation of the plant to its environment. | 9. Field observation and field studies. | f. Parasites and saphrophites. | f. Mistletoe, Indian pipe, dodder. |
| a. Plant food. | a. Field studies and laboratory experiments. | 10. Economic value of plants. | 10. General observation. Excursion. |
| | | 11. Medicinal and poisonous plants. | 11. Examination of as many as possible. |
| | | 12. Classification of Phanerogams. | 12. Collection and examination of at least twenty species. |

MANUAL TRAINING IN COLLEGES

ASHBY WOODSON, INSTRUCTOR IN WOOD WORKING, MILLER SCHOOL, VIRGINIA

MANUAL Training is to-day much discussed in public and private, from the platform and in the newspapers. Under such circumstances, the question is a fair one: What do these words mean, and how are they related to public education? We may remark at the outset that the fundamental idea of Manual Training for the child is a very old one and is readily explained. It found sanction in the Scriptural passage, "Train up a child in the way he should go, and when he is old he will not depart from it." That is, teach him not only how to study and think, but also to work with his hand, and thereby "make himself generally useful."

This notion of manual training for childhood has a multitude of modern apostles. Many books and articles have been published, urging the advantage of learning some trade, because he who has once mastered it can "set to" and earn a living in any clime, mending reverses which may have befallen him in other callings.

Why did the parents of Saul of Tarsus put him through a course of tent making, so long as they had the means of giving him a finished education under the most distinguished teachers of the day? Doubtless that he might have "something to fall back on" so that he might "be chargeable to no man for his daily bread."

It can be safely said that Manual Training is everywhere suffering from the almost universal misconception on the part of the public that its end and aim is the teaching of trades, and that it robs the pupil of hours which would otherwise be given to the higher branches for the sake of teaching him to make things which are supposed to belong solely to the carpenter's or the black-

smith's shops. But manual training proper, considered in all its educational relations, must be for once and for all times kept separate from the idea of financial or money getting results. In other words, Manual Training in the colleges must be kept clear and distinct from trades or the teaching of trades, but of course it enables the pupil to become familiar with the uses of tools and machinery in general, and he can soon become master of almost any trade by spending a few months in some commercial shop.

But at the present time, the phrase "Manual Training" is assuming its rightful meaning, the "cultivation of the hands for the performance of skilled labor in general, rather than a given amount of practice in producing a variety of useful articles." "Manual Training is part of a great movement in which it takes its place with physical training in yielding a more symmetrical development of all the powers of body and mind, but it has also its special work and place. The least of its special functions is the training of the muscles which necessarily comes with manual work. Of more importance is the realization of the necessity of working up gradually from humbler to higher things."

The mental education which we give our children is supposed to be equally valuable to the pupil whether he becomes a business man, manufacturer, lawyer, clergyman, physician or teacher. On the same principle, the manual training which we are seeking to incorporate as a part of our college education is intended to benefit alike the future carpenter, machinist, blacksmith, manufacturer or general mechanical engineer. It is also expected to help boys who

are to follow commercial or literary vocations just as much in rounding out their education and equipping them for life as it does the other class. For we can never "send the whole boy to school" until we give those who are destined for the mechanical class of the world's workers a fair mental training, and also impart to those who are to make up the professional class the fundamental ideas of hand culture.

Manual Training is no new thing in our colleges, and the sooner it is adopted by all schools in the land, the more useful will our future generation be. My experience as an instructor shows me that when the country boy is put to work in the shop he shows himself more ingenious and handy than the boy, who, having been reared in the city, is theoretically in closer touch with the mechanical arts; and why? Because the country boy has six months of manual training of the best kind because of the tasks required of him on the farm, in the shop and in the kitchen. He also averages six months of mental training, during which time he learns rapidly in spite of the lack of ability on the part of his teachers. Owing to the changed conditions of society in all our cities, the children who fill our schools have more mental education than they relish and are hungering for any manual education which circumstances happen to throw within their reach. It is impossible for either the rich or the poor children to get this much needed education at home, therefore the school is their only hope. Many parents are beginning to realize this fact, and the number of students in our State Polytechnic Colleges is gradually increasing each year, and often most of them have as many or more than they can well accommodate.

After spending from three to five years in a mechanical college, a man, after serving as an apprentice for a few months to learn more fully the particular branch which he wishes to follow, is prepared to take hold and make a success of almost any profession. And they have learned the fact that there is no necessary connection between manual labor and degradation; no essential disjunction of the work of the hands from that of the head; neither any law of nature which should make impossible, or even difficult, any alliance of good manners, high morals and elegant accomplishments with the active duties of a

mechanic. On the other hand, these things are of immense value to the working man. He can not bring superfluous talent to his work, however simple habit may make it appear; he can not have too much patience and self-denial, which are found most highly cultivated in polished circles. There is no good quality of the gentleman which can not become the mechanic, however poor he may be.

Muscular exertion is not the only labor, for there is many a studious man who would gladly exchange his aching head and sleepless nights for the clear brain and healthy tone and sweet repose, which of themselves more than compensate for the severest muscular exertion. Head work knows no ten hour regulation. It can not be set aside when the sun goes down or suspended on account of the weather, but its demands are ceaseless, and no wealth can bring the head worker to an equality of ease with the manual workman.

Boys who never learn to do any special kind of business never seem to realize that the reason the carpenter or the salesman gets higher wages than they do is because he has given time to learning to use his head, as well as his feet and hands. If boys would only keep the important fact in mind that muscle—mere physical strength—is always one of the cheapest things in the labor market, and that, so far as price is concerned, it matters little whether a man furnishes it or a horse, there would be fewer men to be classed as "unskilled laborers."

The object of education in the public schools is to prepare young men and women for intelligent citizenship and for the practical duties of every day life, and we may as well acknowledge that this means in a large majority of cases plebeian life. Every honest man must first be a bread-earner before he can be a land-owner; he must be a good office-boy before he can be a bank president; he must know how to calculate interest on a promissory note before he can successfully cut coupons from bonds; he must write a good business hand a long time before he can expect to sign cashier's checks in a bank.—*The Budget*.

SCHOOL MEN OF THE HOUR

MILES M. O'BRIEN

(For portrait see front cover)

IT is a fortunate thing for the schools of Greater New York that just now when that vast organization is being completed and perfected on modern lines, such a man as Miles O'Brien is President of the Board.

Mr. O'Brien was born in Ireland, the son of an eminent physician, who destined Miles for the study of law. The young man's inclinations, however, were rather towards commercial life, and, while yet in his teens, with his father's permission he came to America, entering the establishment of an uncle who kept a large dry goods store in the city of Baltimore, Md. So marked was the ability he displayed there, that he attracted the attention of the H. B. Claflin Company of New York City, which secured his services and later admitted him to membership in the company, a business enterprise with which he has been connected from that day to this.

Several years ago he was a valuable member of the New York City school board, but with all the other old-time members was legislated out of office during Mayor Strong's administration. On the return of Tammany to power, Mr. O'Brien was Mayor Van Wyck's first appointment to the school board, and as soon as the administration secured control thereof he was elected President of the Board of the Borough of Manhattan and of the Central Board of Education as well. The members remaining from the so-called Reform Board voted against him. It is doubtful if they would do so now.

The reasons that make it fortunate that Mr. O'Brien is President of these boards in these important times may be briefly summarized as follows: He is an appointee of the present administration; is, we understand, a member of Tammany Hall, and while not subservient, is yet agreeable to its leaders. They have confidence in his intelligence, judgment and practicality. He can therefore secure what others could not. Further, he has all his life been engaged in handling large enterprises. His mind and point of view are large and broad; he is never narrow, close or petty. He believes that the best is the cheapest in the long run; that the American people want the best in

everything and should have it. Moreover, his associations, his reading, his observation and thought have fortunately brought him in line and sympathy with the best ideas and ideals in education. Withal he has the common sense to see how far and to what extent it is wise and possible to carry out those ideals under the local conditions. Best of all he is a man of practical affairs, and as such, he knows how to accomplish things. Mrs. Schuyler Van Rensselaer of New York City told the women of Brookline, Mass., recently, that for two years herself and associates in the Public Educational Association, had tried to get the Reform School Board of New York City to look favorably on certain plans for making public play-grounds of school grounds in the summer. They got everyone's sympathy but little results. When Mr. O'Brien was reappointed, she was told to go to see him. He questioned her carefully and at length, upon being made satisfied about some matters on which he did not seem clear, he said quietly, "I'll do what I can to have it done." Before many days through his weight and influence—"pull" if you please—he accomplished what these ladies had been trying to secure for nearly two years. This episode is but one of many.

He has stood for high qualifications for teachers, tenure of office, good pay, and more, he has been a leader in securing free lectures, vacation schools, the use of the school play-grounds and play-rooms in the summer time for the neighborhood's children and local school libraries, and has invariably lent his voice and personal influence to securing ample and well furnished school accommodations.

In methods Mr. O'Brien has always been aggressive and active; but while frank and outspoken in his views, he has acquired the reputation of being equally ready to acknowledge a mistake in judgment, and equally frank in his approval of all measures that carried with them the good of the whole school system, teachers and pupils included.

He is regarded as one of the most valuable members of the H. B. Claflin Company,

is a member of the Locust, Manhattan, Riders and Drivers, Democratic and Catholic Clubs, and is a splendid exemplification of the fact that being a strong party man need not prevent a man from being an almost ideal school board member.

PHILIP M. HULL

THE subject of this sketch was born in Hardenburg, Ulster county, October 20th, 1851.

His ancestry was Dutch and English.

The youngest of eleven children, reared in the hard conditions of pioneer life. At the age of thirteen he commenced to struggle with the problems of life, and by the aid of good health and temperate habits succeeded in getting an education. He attended district school whenever possible in the winter, working summers to obtain the necessities of life.

At the age of seventeen he entered Dela-



PHILIP M. HULL

ware Academy, at that time under the management of one, who always encouraged his pupils to make the most of time and opportunity.

The enthusiasm of the teacher awakened the desire for a college education. While preparing for college and during his course there, he taught four times in the district

schools of Herkimer county. After much hard work, and many discouragements he graduated from Hamilton College in the class of 1876.

During his course he commenced the study of law which he finished the year after graduation and was admitted to the bar in 1877.

He was married in December, 1876. Two children were born to him, one of whom died in infancy.

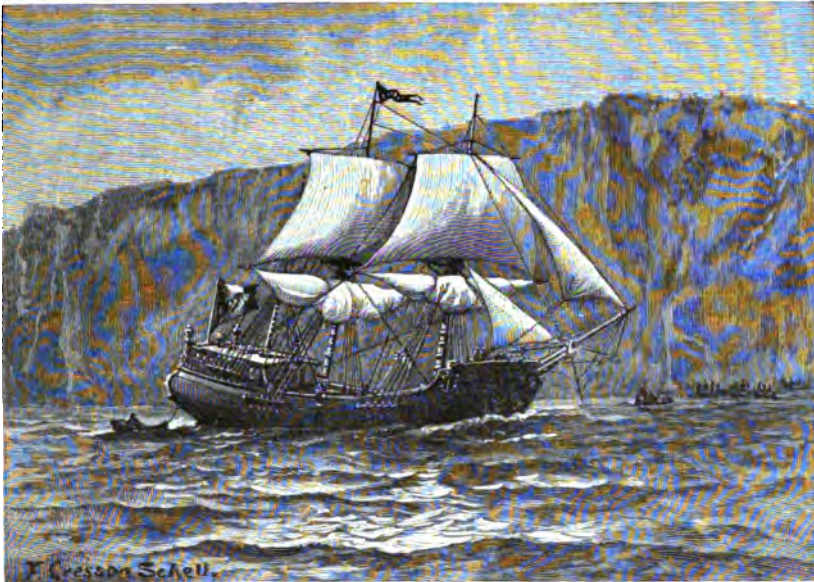
His first work as a teacher after leaving college was in the old town of Vernon, which has always taken an interest in educational matters beyond the average of country towns. At that time and for a long time previous it was a center of culture and refinement, as it still continues to be.

Meeting with success, he remained there three years and then removed to Addison, in the southern part of the state, where he remained five years, going from there to Waverly in 1884. Fourteen years of hard but pleasant work found the Waverly schools among the best in the state.

In 1898 he was elected Superintendent of the city schools of historic Johnstown, N. Y., where he remained one year, leaving a work well begun, for the position which he now holds.

When teachers are familiar with the best educational literature of the day; when they read regularly some educational journal; when their knowledge of educational matters stamps them as experts in their business,—then indeed may we expect them to be leaders of public opinion in all matters educational, then will every teacher be a nucleus around which will gather a local sentiment which will raise the occupation of teacher to that of trusted public official.—*Supt. Channing Fulsom.*

The only sure way to gain the love and respect of your pupils is to be perfectly honest with them. Beginners are apt to affect a certain prim-and-preciseness, and the affectation is perfectly evident to the average child, for children are exceedingly keen in penetrating disguises of manner. The best course is to be frank. It takes some teachers years to learn this, in some never learn it.—*Rocky Mountain Educator.*



From *First Steps in the History of Our Country*, copyright, 1898, by Silver, Burdett & Company.
HUDSON ASCENDING THE RIVER

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

RESOLVE.

To keep my health!
To do my work!
To live!
To see to it I grow and gain and give!
Never to look behind me for an hour
To wait in weakness and to walk in power,
But always fronting onward to the light;
Always and always facing toward the right;
Robbed, starved, defeated, fallen, wide
astray,
On with strength I have,
Back to the way!

—Charlotte Perkins Stetson.

WHENEVER a teacher buys a work on pedagogy or subscribes to a good educational journal, he drives a big nail in the tenure of his position and puts a powerful lever under his salary.—*Florida School Exponent*.

THE schools should teach civics, not to make officials, and teach economics, not to make financiers, but teach both to make good citizens. Business and politics are out of gear unless they serve to promote large and true life.—*A. W. Small, University of Chicago*.

THE things of nature form a more beautiful ladder between heaven and earth than that seen by Jacob; not a one-sided ladder leading in one direction, but an all-sided one leading in all directions. Not in dreams is it seen; it is permanent; it surrounds us on all sides. It is decked with flowers, and angels with children's eyes beckon us toward it; it is solid, resting on a floor of crystals; the inspired singer, David, praises and glorifies it.—*Froebel*.

THE idea that an education is something which enables a man to make a living without work is a radical and very hurtful error. The right kind of an education simply qualifies one to work to the best advantage. * * * The right sort of an education is not a mere accomplishment for genteel idleness, but a practical training which enables one to discover the best way to do everything he undertakes. Those who have that kind of an education save time and labor in everything they do, because they always take a practical view of things, and do everything in the easiest and most common-sense way.—*Sydney*.

THE first specimen of true manly chivalry—the very pattern of a small knight who holds the rights of his lady love sacred—was encountered the other day in a Cambridge kindergarten. The teacher discovered that a very small boy, not more than five years old, was chewing gum, and she ordered him out and bade him disgorge it.

"I can't," he said.

"You can't," she answered in some surprise. "Why, yes, you can, and you must."

"No, I can't," he persisted, and kept the gum in his mouth.

"Now, why can't you give me that gum, Johnny?" the teacher asked.

"Because," said Johnny stoutly, "it belongs to a little girl in Somerville."

CHILD-TRAINING begins and child-character is formed earlier than most persons suppose. Out of this erroneous notion comes the lamentable failure of so much of our home-training of children. Many a child is not counted by his parents as old enough to be fairly under training until his habits and character are practically already influenced for all time. It is safe to conclude that the permanent trend of a child's character is likely to be given by the time he is seven years old; his training must begin at birth if he is not to be the loser because of this neglect. The old-fashioned doctrine of implicit obedience, which came to many of us early in life, was helpful to us because it was never delayed as it is now until the child can "reason."—*Indiana School Journal*.

PERHAPS we are irritable; then we need more sleep and possibly a physician. Perhaps we come to our work without careful plans or with lessons not prepared; this means almost certain disaster. Perhaps we are not in sympathy with our work, teaching merely as a makeshift until something better turns up; in that case the remedy is both plain and imperative. Perhaps we are not qualified for the positions we hold; in that case, too, the remedy is plain, though we admit that very much may be done in the way of better preparation by the ambitious teacher while teaching. If you have had no opportunity for professional training make sure to read a few of the many good books on the nature of mind and mental processes, and on the best methods of teaching.—*Inland Educator*.

PUPILS who have a tendency to slur should be made to read many times sentences similar to the following:

She has lost her ear ring.—She has lost her hearing.

He lives in a nice house.—He lives in an ice house.

Let all men bend low.—Let tall men bend low.

He saw two beggars steal.—He sought to beg or steal.

This hand is clean.—This sand is clean.

He would pay nobody.—He would pain nobody.

That lasts till night.—That last still night. Gaze on the gay brigade.

The sea ceaseth, and it sufficeth us.

Say, should such a shapely sash shabby stitches show.—*The N. C. Teacher*.

THERE seems to be no place in the world any more for a modest man. Even women have no admiration for diffidence or modesty in man. Bombast, self-assertion, braggadocio are regarded as prime qualities. The man who pushes in, talks the loudest and claims the lion's share of credit for everything with which he has to do is looked upon as the man of enterprise and progress. Self-seeking and self-aggrandizement are looked upon as commendable qualities. The more one advertises himself for a great man, the greater he is supposed to be. However, there are many who admire others for what they *are* rather than for what they *seem*, who judge men by what they do more than by what they claim to do. As a rule true worth is not boastful and there are many people who know this. Some one has said: "Great men think, while ordinary men talk. Highsounding words and showy acts may impose upon the few, but it is the silent effort which moves the world."—*Exchange*.

THE author of "Evolution of Dodd" gives a rat-trainer's statement in support of the saying, "Culture can increase the size, quality, and flavor, but it cannot change the kind." After seeing different rats perform various feats, the author said to the trainer:

"I understand that you can't teach *any* rat to do anything you happen to want him to learn to do?"

"Oh *nein, nein!*" the trainer replied. "You can't only teach a rat to do *vot* he *vos* made to do! Und ven a man is a goot rat-

deacher, he knows dot ding, und he von't dry to deach a rat vot he can't learn!"

"Und dot is yoost der tifference between a goot rat-deacher und a shool-deacher," he added. "A shool-deacher, he dinks he can deach any shild anyding vot he bleases. But he couldn't do id! Shildren is yoost like rats! Some vill learn von ding, und some vill learn anoder ding, und dot's a good shool-deacher dot knows dot ding, und vorks dot vay!"

"Do you suppose I could ever learn to teach rats as you do?" said the author.

The trainer eyed him for a moment, and then said: "No, you couldn't do it! You vasn't der right kind of a man! Ven a man makes a goot rat-deacher he vas got to been born *yoost on burpouse* for dot beezeness, und I don't belief you vos born dot vay!"

WE work for the worst landlord on earth when we work for self; it is slavery. It is the grandest work on earth to work for others. A little girl was walking with a gentleman. He asked her, "Aren't you tired?" "I'm never tired when I'm walking with you," she said. There is a whole volume on labor in that answer. It was in this spirit Miss Osgood said:

"Labor is glory! the flying cloud lightens;
Only the waving wing changes and brightens."

We shall not be remembered when we are gone by the epitaphs on our tombstones. It was never recorded of anybody: "He wore a diamond pin, carried a five hundred dollar watch, and lived in a finely-furnished house," but it is inscribed on many a slab: "He died for his country;" "Her works follow her;" "Lovingly remembered."

The teacher who sits in his chair and dictates like a tyrant, or commands like a general, holding his pupils at arm's length, with a sort of *don't-touch-me* abhorrence, may succeed in making martinets, but his pupils will never become loving, useful, sympathetic men and women. A well-educated man may be called a machine with a head and soul attachment. When the three elements are equably developed the result is strength and love. The heartless disciplinarian leaves out the love, but cultivates the strength, and strength of body and mind, unless tempered with sympathy, is a dangerous union.—*Exchange*.

IF I could have the ear of the young people who expect soon to engage in teaching, I would tell them not to seek the best places with the highest salaries at first. Some of them may be college graduates, and may deem themselves qualified to fill the most responsible positions at the highest salaries. I have met quite a few in that state of mind. But it is better for them to begin lower down—to go out and "endure hardness." They will be glad they did, even before they come to view life from the evening time. It will give them a better chance of success, and a broader and richer experience. They will find, before going very far, that a teacher needs much besides scholarship. And they will find in the humbler places the opportunity of learning much that will be helpful to them in the higher and more responsible positions, when they reach them. One can hardly attain eminent fitness for the important work of supervision who has not experienced the difficulties and perplexities of a teacher in a humbler position. I know from experience something of the satisfaction there is in the retrospect of years of toil and struggle. Hardness endured in the faithful discharge of duty leaves no sting behind.

This, at least, I would enjoin upon all who are about to enter upon the work of teaching: Waste no time in seeking a soft place. Lay hold vigorously and cheerfully of the work that is within your reach, put heart and soul into it and gain all the power and skill you can against the day when it shall be said to you, "Come up higher."—*Exchange*.

THE following outline indicates some of the leading elements of a successful teacher. It shows how to plan with intelligence and economy. Teachers will find this outline helpful in estimating their own success.

1. *General Appearance* of blackboards, floors, desks, tables, etc.
2. *Skill in Blackboard Work*.
3. *Method*:
 - (a) Adaptation of matter to time
 - (b) Arrangement of matter
 - (c) Development of new from old
 - (d) Co-ordination with other subjects

4. *Power of Exciting Interest:*

(a) Animation or Enthusiasm..

.....

(b) Form and distribution of questions.....

(c) Language.....

5. *Skill in Imparting Instruction:*

(a) Thoroughness of development, that is, completion of one step before beginning the next

.....

(b) Use of objective or other illustration.....

(c) Application or drill.....

6. *Discipline:*

(a) Self control and manners...

.....

(b) Ability to see what is going on.....

(c) Use of voice.....

(d) Control of class.....

—*Annual Report, Jacksonville, Ill.*

IN most communities the public school teacher is still regarded as having few rights the public is bound to respect. She is not classed as a public employee, but as a public servant, and is treated accordingly. She is expected to submit to indignity from parents, to endure the insolence of children and accept with joy a reduction of salary decreed by the Board of Education. A janitor, who often receives twice as much salary as a teacher, is understood to have certain rights of contract, but a teacher's contract rights are of no moment when circumstances suggest their violation. A teacher's contract too often binds only the teacher, and should she be so imprudent as to insist on equality of obligation on the part of the Board of Education she may be without a position at the end of the term. When Boards of Education are cramped for funds it is the invariable practice to reduce teachers' salaries, to compel the unoffending teacher to bear the burden which the community or individuals responsible refuse to assume. This rank injustice cannot fail to affect the ardor of the teacher and the efficiency of her work. Its effect extends to every home that has a child attending the public schools. The intellectual and moral enthusiasm of the community represented in the schools is chilled when the teacher is disheartened, and the economic and social loss is immeasurable. Should the salaries be reduced in

other professions an equivalent reduction in service would be expected. The lawyer, physician and clergyman are supposed to be influenced by reasonable business principles, but the teacher, while only human, must be more devoted than either and more self-sacrificing than all.—*Exchange.*

NEW YORK SCHOOL REFORM.—President O'Brien of the New York City Board of Education has boldly published the reform standard toward which his administration of the city school system will resolutely strive. It is interesting to all persons interested in our public schools—and who is not?—as a sample of what a practical business man regards as desirable. The O'Brien platform is outlined by the *New York School Journal* as follows:

Appointments.—The best material is wanted, no matter where it comes from. When New Yorkers are as good as outsiders, or better, they will have the appointments.

Manual Training.—This will be favored in every possible way. After the new commercial high school is established, the next step will be a manual training high school.

The Davis Bill.—Will be carried out faithfully even though most of the boards are opposed to it. The assistance of the state civil service commission will be valuable.

Size of Classes.—The present overcrowding of the schools has made the classes unwieldy. Too many pupils are assigned to a teacher. This will be corrected as fast as possible. No teacher should have sixty or seventy children and be expected to achieve good results.

Commercial High School.—This is Mr. O'Brien's special hobby. He believes that this great city is bound to become the commercial match of the world. We are bound to become distributors to all nations. It is a prime necessity to prepare properly a class of young men whose interests and tastes lead them into commercial life. They must get thorough instruction in chemistry, banking and exchange, commercial laws, tariffs and modern languages.

No Politics in the Schools.

VERTICAL writing came despite the prejudices of all commercial colleges, all writing specialists, nearly all publishing houses

and educational journals. There was never a more friendless waif than vertical writing in America at the time of the Chicago World's Fair. It attracted attention simply because of the results shown. Wherever used the same story followed, and in three years nearly every publishing house had a system of books, and those who had scoffed joined the chorus of praise. Nothing in the history of American education has had such a uniform and speedy triumphal march.

There have been two general criticisms: that it was not rapid, and that there was great uniformity. The answer to the lack of rapidity was easy and satisfactory; legible writing requires more time and care than illegible, and vertical is more rapid than equally legible slant. The claim that it is not so rapid is based upon false tests so far as we can learn. For instance, in a city adjoining Boston the claim is made that it is slower. But what is the test? Those who wrote slant had written it for seven or eight years, while those who wrote vertical had written it but eighteen months, and those who wrote the slant were two years older than their contestants, and nothing is clearer than that children of twelve and thirteen write much more rapidly than those of ten and eleven. But even without this discrepancy, vertical has never been adequately taught even for the eighteen months. There had been no books, no copies, and no manual for the right movement. In case of the slant, an expert, no less an expert than the author of the books, had given instruction to the teachers for several weeks, while in the case of vertical, nothing of the kind had been done.

Even if it were true, as it is not, that vertical is less rapid, no one questions the fact that it is more distinct. If the writer does give a few seconds longer to an epistle he saves as many minutes to the reader. The amount of time wasted in any large establishment over uninterpretable manuscript is such as to justify a demand for vertical writing because of its distinctness. It reads like typewriting.

The uniformity argument is as readily answered; it is merely the uniformity of good writing, which has never attained before. An examination of the penmanship exhibited by the Boston schools in 1850, in 1876, and in 1893, all now carefully preserved, shows no such uniformity of

merit, but as great uniformity in the style of those who most perfectly follow copy,—*Journal of Education*.

THAT specialization and the book-making craze, so common in colleges, have in many cases a deteriorating effect upon teaching power (as manifested in Mark Hopkins and others) the careful observer will readily admit. But the evil lies, not so much in specialization, as in the selfish nature of the man. In too many cases, his own needs and interests are made paramount to everything else; studies and instruction are regulated according to the problems to be solved, and not the needs of the pupil. To determine whether college teaching, on the whole, has declined, one must consider many changes and balance the gain with the loss. What were the conditions under which Plato, Abelard, Hopkins, and others made for themselves a school of followers? Pupils are coming to rely more and more upon the resources of libraries and individual study.

But it is the statement that "the decline of teaching is found in elementary schools" which should not pass unchallenged. However much we may urge reform and criticize certain tendencies in our elementary schools, every careful student of our common schools must confess that they are accomplishing more in every possible line than ever before. Let any one study the school work of a great city and compare it, point by point, with what was accomplished ten or fifteen years ago, and he will find that the present is almost immeasurably superior to the past. A few weeks ago hundreds of superintendents saw in Chicago results, not only in all the various lines of intellectual work, but also in government and discipline, that less than ten years ago would have been considered impossible. The careful observer of modern developments realizes the almost inestimable value of our recent progress in teaching music and drawing, and it is no exaggeration to say that child-study has been a great factor in producing changes in the latter, as well as in numerous other lines of substantial improvement. In technical knowledge, in professional skill, in loftiness of aim, in devotion to work, our primary teachers were never before so well equipped. They have not lost sight of the fundamentals. In its development any

science must deal with details; but it is chiefly the developer of the science who reckons with these—the average teacher carries nothing of the kind into the school-room. In Denver, the “mechanics of teaching” was never at a lower ebb than today. Talent is constantly increasing in too much-needed fields of education, superintendency and elementary teaching.

It is rather strange to attribute the de-

cline of elementary teaching to professional studies, and yet hold up German schools as a model. No country in the world requires such a professional preparation for teaching. A study of the schools of four large cities convinces me that to maintain that elementary teaching has declined and is declining, is simply unjustified pessimism.—*D. E. Phillips, of the University of Denver, in the New York Evening Post.*

FOR THE SCHOOL ROOM

HOW AND WHAT TEACHERS SHOULD READ

THE SOUTHERN SCHOOL JOURNAL

READING in its best sense implies comprehension, analysis, assimilation and appropriation of the author or selection read. The reader should not satisfy himself with comprehension only; when this has been accomplished, the process has only begun. The mental product thus acquired must be perfected and made our own; it is necessary that whatever the subject contains be kept in harmony with all other known facts, and made a part of our mental constitution. Only then can we apply what we have learned.

Under this definition, there are comparatively few readers. The tendencies are, however, in the right direction. No teacher can afford not to read. There is not so much demanded of the members of the so-called “learned professions,” as each has its special lines of work; but of a teacher it is demanded that he indeed shall know “something of everything and everything of something.” He must have a universal knowledge if he is to do his work well. True, few teachers read as they should, but this is the fault of the teacher, and not of the profession. The increasing interest in our standard authors, and the introduction of good literature in our public schools are among the most propitious signs of our times.

THE HOW.—Every scholar has a plan of his own. When we read with AIM and PURPOSE, the manner is of minor importance; and yet, even with the best of thinkers, the PLAN should not be disregarded. A few suggestions as to plan would not be out of place.

1. KNOW SOMETHING OF YOUR AUTHOR.—It is a well known fact that we read a

book with much more interest when the author is a personal acquaintance. This basic fact should be of service in the study of every new author. Knowing the author's biography, we can see so much more in his allusions and illustrations; we are more patient with his bent and bias of mind, and more inclined to excuse his hobbies and follies. When, for instance, we know the life of Burns, and see to what extent he was the subject of the lines he wrote, how much more pathos and tenderness for us in his lines:

“Then gently scan your brother man,
Still gentler sister woman;
Though they may gang a kennin' wrang,
To step aside is human.
One point must still be greatly dark,
The moving why they did it;
And just as lamely can ye mark,
How far, perhaps, they rue it.”

“Who made the heart, 'tis He alone
Decidedly can try us;
He knows each chord—its various tone,
Each spring—its various bias.
Then at the balance let's be mute,
We never can adjust it:
What's done we partly may compute,
But know not what's resisted.”

2. KNOW THE TIMES IN WHICH THE AUTHOR LIVED.—The literature of any age is an index to the character and culture of its people; likewise, knowing the character of a people and its estimate of life, it is an easy thing to determine the literature. This relation is so intimate and true that we must know the times in which an author lived in order to have a just appreciation, and make a just estimate of his work.

3. STUDY THE PREFACE.—This is a test of the accomplished reader. In the pre-

face, the author takes the reader into his confidence, sets forth his purposes in writing the book and explains its plan. This gives the reader a foretaste of the feast to follow. It is a sort of appetizer. Nicholas Nickleby furnishes an example of this.

4. **STUDY THE TABLE OF CONTENTS.**—One of our first duties in studying an author is to get a comprehensive view of his work as a whole. This enables us to see the relation of all the parts to the whole and to each other. The table of contents is the author's classification of the matter of his book; when we are familiar with it, we know what parts are light and what heavy; we know the features for which we must reserve our best energies. It is something like a bill of fare, and we should be even more careful in selecting what to read than in the reading.

5. **READ WITH YOUR WHOLE MIND.**—A worthy book represents the author's best thought; and should be read by us with no less effort than was required by him to write it. We should abstract to the extent that we became oblivious to everything about us, and live with whole mind and heart in the author we read. We must assume the author's point of view, and experience while we read what he experienced while he wrote; we must like his likes and dislike his dislikes. We must enter into sympathy with every character of the book, and live anew in every scene and incident pictured. An interesting story of abstraction is told of the great Italian poet Dante. He attended a circus, and while waiting for the procession his eyes fell upon a book; he picked it up and began to read; he became so much absorbed that the procession passed without his knowing it.

Some persons practice reading aloud as a means of concentration. This is usually a mistake; we must have our intellectual powers so completely under control of the will that we can read on a crowded street, in a noisy railroad coach, or in a business office and not know what is going on about us. This power comes of constant practice.

6. **ANALYZE THE BOOK.**—The note book should be used freely. The reader should adopt a good system of analysis, both logical and literary, and reduce everything read to this system. The plot or plan of the book should grow up in the mind as we read and become a permanent mental product. Analysis is the most permanent means to this end.

Keeping a note book is to some a task; a system of signs may be adopted, and written on the margin of the book; at least the approval or disapproval of striking passages must be MARKED in some way. Long notes are not necessary. Carlyle, in annotating Cromwell's letters, found the following passage, addressed to Richard Mayor, Esq.: "Sir, my son had a great desire to come down and wait upon your daughter. I perceive that he minds that more than to attend to business here." Carlyle's note upon this passage consists of two words. "The dog." Cromwell further writes that "he likes your daughter better than business." "The dog," again adds Carlyle. This is more expressive than a lengthy comment.

7. **COPY STRONG, OR BEAUTIFUL SENTENCES.**—Just as the framework of the production should be our own, so should the best of the language. The power to use language is by no means the least benefit to come from the study of standard literature. Every strong word and every new word, if good, should be mastered as we read. The structure of every strong sentence should be studied carefully; it should be copied and afterward committed to memory. Every strong figure and every piece of beautiful rhetoric should be made our own. If the Bible, that inexhaustible source of literary wealth and beauty, were studied under this plan, we would not only have better scriptorians but more literary people.

8. **WRITE A REVIEW AND CRITIQUE.**—It must be borne in mind that ONE BOOK well studied gives more mental power and more language power than the desultory reading of a whole library. It is QUALITY not QUANTITY that gives literary power. The facts gleaned from an author must be classified and reviewed. If not, they will float around in memory for a time, and then fade away. It is well to write them; but if this be too laborious, find some kindred spirit, and TELL IT; this helps to make clear the matter acquired, and gives language. It is a well known fact of psychology that intellection and expression must develop together; neither can grow without a corresponding growth of the other; while INFORMATION goes on, EXFORMATION must likewise do its work. After analysis and all reviews, write a critique upon the work, and submit it to some more scholarly person for examination, and thus avail yourself of the great educational principle

that the friction of mind upon mind makes mind.

9. **GENERALIZE.**—No educational process is complete without generalization. We must put what we learn from one author in harmony with the work of all authors of the same type, and thus see that the mind of one standard author is in touch with that of all others; that the motives and feelings of men have been the same in every clime and age; that character and mentality are universal.

10. **APPROPRIATE.**—When we have thought the thoughts of the great and good; when we have touched their souls and experienced anew their sympathies, we have been made wiser and better. Only then is it our prerogative to use in our own way and work the rich legacy of a literary ancestry. Under these conditions it is our duty to use anything and everything authors have written.

No grander instance of the humanizing influence of literature can be found than that of Walter Scott. "Not only did he possess a genius which lit up his native country and attracted the gaze of dwellers of distant parts of the earth, and gave a new charm to everything Scottish, but in his capacious memory he carried boundless stores of literary information. Now, all this fame and knowledge, instead of making him haughty and distant, only ripened the innate virtues of his character and made him more sympathetic, more sociable, and more grandly simple."

TEACHERS' EXAMINATIONS

QUESTIONS FOR LICENSE NO. 1, NEW YORK CITY

The following are the questions that were submitted for examination for License No. 1:

METHODS OF TEACHING

Time, three and a half hours.

So live that when thy summons comes to join

The innumerable caravan, which moves
To that mysterious realm where each shall take

His chamber in the silent halls of death,
Thou go not like the quarry-slave at night,

Scourged to his dungeon, but sustained and soothed

By an unfaltering trust, approach thy grave,

Like one who wraps the drapery of his couch

About him, and lies down to pleasant dreams.
—*Bryant.*

Write out and answer the questions you would ask to lead pupils (a) to understand the above selection; (b) to understand the meanings of the more difficult words; (c) how would you secure a proper reading of the passage? ⁽¹⁵⁾

(a) Describe and illustrate four devices for teaching sentence-making in the third year of school.

(b) State the aim of each device. ⁽⁸⁾

Answer (a) or (b). ⁽⁵⁾

(a) Illustrate how and to what extent you would use imitation by the pupils in teaching music.

(b) Describe a lesson to introduce the dotted quarter note followed by an eighth note.

Explain how and for what end you would employ drawing in nature study, and in reading or in language lessons. Make a drawing to illustrate your answers. ⁽¹⁰⁾

Describe an effective method in each of the following, and give reasons:

(a) the study of spelling;

(b) recitations in spelling; and

(c) the correction of written exercises in spelling. ⁽¹⁰⁾

Outline the procedure in taking up the cylinder with second year children to teach proportion and foreshortening. ⁽⁷⁾

Show how you would develop with a class the subject (a) of the notation of decimal fractions; (b) of descending reduction of denominate numbers. Illustrate and give reasons. ⁽¹⁵⁾

Outline a series of lessons intended to teach the subject and the predicate of a sentence, stating the specific aim of each lesson. ⁽¹⁰⁾

(a) What topics would you take up in treating of the drainage of the State of New York? (b) What considerations guided you in the selection and arrangement of these topics? (c) Outline a lesson on one of these topics. ⁽¹⁰⁾

(a) Describe the experiments appropriate to a series of lessons on the germination of a bean. (b) State what the pupil should be expected to observe in such a course. ⁽¹⁰⁾

HISTORY AND PRINCIPLES OF EDUCATION

Time, two and a quarter hours.

1. Define and illustrate as applied to teaching: apperception, instinct, habit, correlation. ⁽²⁰⁾

2. Explain the meaning of the term "to reason." ⁽⁵⁾

Mention two ways in which pupils may be trained to reason, giving an illustration of each. ⁽¹⁵⁾

3. "Every idea tends to realize itself in action."

Explain the meaning of this statement. ⁽⁵⁾ Illustrate ⁽⁵⁾ Give two educational corollaries. ⁽¹⁰⁾

4. Give a reason for (or against) each of the following precepts:

(a) "Avoid saying don't." ⁽⁴⁾

(b) "Avoid repeating your own commands and the pupils' answers." ⁽⁴⁾

(c) "Avoid speaking in loud tones, especially in matters of discipline." ⁽⁴⁾

(d) "The study of geography should be invested with human interest." ⁽⁴⁾

(e) "A clear aim should be fixed in each recitation." ⁽⁴⁾

Answer either ⁽⁵⁾ or ⁽⁶⁾:

5. Give a brief account of the origin of the kindergarten. Describe in outline a kindergarten, and tell how it differs from an ideal Primary school. ⁽²⁰⁾

6. (a) Describe the practice of Pestalozzi in the matter of moral instruction; of reproof; of punishment. ⁽⁸⁾

(b) "And so Pestalozzi was led to what he considered his great discovery, viz., that all instruction must be based on 'Anschauung'" (i. e., on observation or perception).—*Quick*.

Illustrate Pestalozzi's use of this principle. ⁽⁸⁾

(c) What were Pestalozzi's ideas regarding home education? Mention one way in which these ideas were given to the world. ⁽⁴⁾

BOOKS RELATING TO NATURE

COMPILED BY A. B. COLE

The Plant World, Vincent, 60 cents (1).
In New England Fields and Woods, Robinson, \$1.25 (2)

Native Trees, Russell, 30 cents (3).

A Year Among Trees, Flagg, \$1.00 (4).

Seed Babies, Morley, 30 cents (5).

A Few Familiar Flowers, Morley, 60 cents (5).

Flowers and Their Friends, Morley 60 cents (5).

Glimpses at the Plant World, Bergen, 50 cents (5).

Little Flower People, Hale, 40 cents (5).

Outlines in Botany, Newell, part I., 50 cents, part II., 80 cents (5).

A Year in the Fields, Burroughs, \$1.50 (2).

Plants and Their Children, Dana, 65 cents (6).

New Plant Analysis, Apgar, 55 cents (6).

How Plants Grow, Gray, 80 cents (6).

How to Study Plants, Wood, \$1.00 (6).

School and Field Botany, Gray, \$1.80 (6).

First Book in Botany, Youmans, 64 cents (6).

Laboratory Practice for Beginners in Botany, Setchell, 90 cents (7).

The Plant Baby and Its Friends, Kate L. Brown, 48 cents (8).

Familiar Trees and Their Leaves, F. S. Mathews, \$1.75 (1).

Up and Down the Brooks, Bamford, 75 cents (2).

Buds, Stems, and Roots, 30 cents (4).

One Hundred Lessons in Nature, Payne, \$1.00 (9).

Nature Study, Jackman, 85 cents (10).

Fairyland and Science, Buckley, \$1.50 (1).

Lessons with Plants, Bailey, \$1.10 (7).

Nature Study in Elementary Schools, Wilson, Reader, Vol. I, 60 cents; Manual, Vol. II., 90 cents (7).

First Lessons with Plants, Bailey, 40 cents (7).

Wild Flowers of America, Goodale, \$7.50 (11).

Trees of Northern United State, Apgar, \$1.00 (6).

First Year Nature Reader, Beebe & Kingsley, 35 cents (12).

How to Know the Wild Flowers, Dana, \$1.50 (13).

Plant Physiology, McDougal, \$1.00 (14).

Fairyland of Flowers, Pratt, \$1.00 (4).

Introduction to Botany, Spaulding, 90 cents (15).

A Few Common Plants, Goodale, 20 cents (15).

Leaves and Flowers, Spear, 25 cents (15).

How Plants Feed, Laurie, 35 cents (7).

Little Flower Folks, two volumes, Pratt, 30 cents each (4).

Leaves from Nature's Story Book, three volumes, Kelly, 40 cents each (4).

The Story of Plants, Grant Allen, 40 cents (1).

Flowers and Their Pedigrees, Allen, \$1.50 (1).

The Folklore of Plants, Dyer, \$1.50 (1).

The Garden's Story, Ellwanger, \$1.50 (1).

Familiar Flowers of Field and Garden, Mathews, \$1.75 (1).

Illustrated Flora of Northern United States, Canada, and British America, Britton & Brown, \$3.00 per volume (13).

New England Wild Flowers, Bailey, 75 cents (16).

Harold's First Discoveries, Vol. 1, Troeger, 25 cents (1).

Schedules for Plant Study, Chandler, 12 cents (15).

Outline for Plant Study, Everson, 30 cents (3).

Outline for Nature Study, Boyden, 25 cents (3).

A Nature Calendar, Thompson, 35 cents (17).

Game of Botany, 50 cents (18).

Nature in Verse, Lovejoy, 72 cents (8).

Nature's By-ways, Ford, 40 cents (17).

Field Work in Nature Study, Jackman, 50 cents (19).

Reader in Botany, Newell, part I., Seed to Leaf, 60 cents; part II., Flower and Fruit, 60 cents (5).

Plant Organization, Ward, 75 cents (5).

Flowers, Fruits, and Leaves, Lubbock, \$1.25 (20).

On the Color of Flowers, G. Allen, \$1.00 (20).

Child's Book of Nature, part I., Hooker, 44 cents (6).

Chapters on Plant Life, Herrick, 60 cents (6).

By Leafy Ways, F. A. Knight, \$1.50 (21).

Introductory Guide to Nature Study, 20 cents (19).

Eye-Spy, William H. Gibson, \$2.50 (22).

Nature's Diary, F. H. Allen, \$1.25 (2).

Flowers of Field, Hill and Swamp, Creevey, \$2.50 (22).

Nature Study Record, Jackman, 60 cents (12).

Systematic Plant Record, Underwood, 30 cents (24).

The Beauties of Nature, Lubbock, \$1.50 (7).

Madam How and Lady Why, Kingsley, 50 cents (7).

Flower People, Mrs. Horace Mann, 35 cents (23).

Lessons in Botany, Hilliard, 75 cents (25).

Handbook of Nature Study (Impress), Lange (7).

Among the Meadow People, Pierson, \$1.25 (26).

Nature Readers, Wright, Vol. I., 25 cents; Vol. II., 35 cents; Vol. III., 50 cents (15).

Plant Life, Bass, 25 cents (15).

Seed Dispersed, Beal (5).

KEY TO PUBLISHERS

- (1.) D. Appleton & Co., New York.
- (2.) Houghton, Mifflin & Co., Boston.
- (3.) New England Publishing Company, Boston.
- (4.) Educational Publishing Company, Boston.
- (5.) Ginn & Co., Boston.
- (6.) American Book Company, New York.
- (7.) The Macmillan Company, New York.
- (8.) Silver, Burdett & Co., New York.
- (9.) E. L. Kellogg, New York.
- (10.) W. S. Jackman, 6916 Perry Ave., Chicago.
- (11.) Bradlee Whidden, Boston.
- (12.) Werner School Book Company, Chicago.
- (13.) Charles Scribner's Sons, New York.
- (14.) Henry Holt & Co., New York.
- (15.) D. C. Heath & Co., Boston.
- (16.) Preston & Rounds, Providence, R. I.
- (17.) The Morse Company, Boston.
- (18.) Hamilton Meyers Company, Middletown, Pa.
- (19.) A. Flanagan, Chicago.
- (20.) J. B. Lippincott, Philadelphia.
- (21.) Roberts Brothers, Boston.
- (22.) Harper & Brothers, New York.
- (23.) Lee & Shepard, Boston.
- (24.) C. W. Bradeen, Syracuse, N. Y.
- (25.) William R. Jenkins, New York.
- (26.) E. P. Dutton & Co., New York.

—*New England Journal of Education.*

LESSONS IN MORALS AND MANNERS

FIRST MONTH.

Temperance.

1. Moderation in the indulgence of appetite in things not harmful.

2. Total abstinence from that which is injurious.

3. Dangers in the use of alcoholic liquors.

4. Courage to resist social temptations to indulgence.

5. Injurious effects of tobacco on growing boys.
6. Cigarette smoking by boys a serious evil.

SECOND MONTH.

Evil Habits.

1. Those that injure health.
2. That destroy reputation.
3. That dishonor one's self and family.
4. That waste money.
5. That take away self-control.
6. That incur needless risks, as gambling.
7. That are offensive to others, etc.

THIRD MONTH.

Bad Language.

1. Profanity, foolish and wicked.
2. Obscenity, base and offensive.
3. Defiling books or other things with obscene words and characters, a gross offense.
4. The use of slang, vulgar and impolite.

FOURTH MONTH.

Evil Speaking.

1. Slander a serious offense.
2. Tale bearing to injure another.
3. Repeating evil which one has heard without knowing that it is true.
4. "Thou shalt not bear false witness against thy neighbor."

FIFTH MONTH.

Industry.

1. Labor a duty and a privilege.
2. Right use of time.
3. Manual labor honorable.
4. Self-support gives manly independence.
5. Avoidance of unnecessary debt.
6. When begging is right.
7. An opportunity to earn a living by labor, due every one.

SIXTH MONTH.

Economy.

1. Saving in early life means competency and comfort in old age.
2. Duty to save a part of one's earnings,—"Lay up something for a rainy day."
3. Extravagance wrong,—"A spend-thrift in youth, a poor man in old age."
4. The hoarding of money needed for comfort or culture or charity, wrong.
5. Charity,—"No man liveth unto himself."

SEVENTH MONTH.

Patriotism.

1. Love of country.
2. Reverence for its flag.
3. Respect for its rulers.
4. Its defense when necessary.
5. Regard for its honor and good name.

EIGHTH MONTH.

Civil Duties.

1. Obedience to law.
 2. Fidelity in office,—bribery.
 3. Honor in taking an oath,—perjury.
 4. Duty involved in the ballot,—buying or selling votes.
 5. Dignity and honor of citizenship, etc.
- White's School Management.*

CHARACTERISTICS OF GREAT CITIES

GREATER NEW YORK. "American Metropolis." Population two and a-half millions. Second city in population in the world; a little larger than Paris; five times the size of Boston; area very large, 300 square miles.

Causes.—Good harbor and bay; two rivers; canals; central position; railroads; immense wharfage and anchorage.

Plan.—Draw wide river north and south; at right of first another wide river adjoining, so as to form long and narrow peninsula pointing toward south; below represent two bays, one north of the other, connected by strait; at end of peninsula represent small park; in centre of peninsula large park; draw lines north and south on peninsula to show long avenues; cross lines show short streets; at right of bay, street lines for Brooklyn; at left for Jersey City; heavy line across East river for bridge.

GENERAL FEATURES.

1. *Advantageous position* for commerce (see causes above). Water front of 60 miles; 100 square miles of anchorage; over thirty lines of steamships between New York and European ports; 400 tug-boats and many ferryboats used; flags of all nations seen in harbor; one-half of the commerce of the United States passes through this city.

2. *Metropolis of the Americas; i. e., of the Western Hemisphere.* Financial centre like London; the centre of wealth, fashion, music and the drama; elegant residences, hotels, club-rooms and churches.

3. *Peculiar shape* of New York proper—a long and narrow peninsula, long streets running north and south; short streets east and west. The city is 30 miles long.

4. *Great manufacturing place*.—Especially of iron, leather, printing (40,000,000 books printed in a year); clothing; sugar and oil refineries in Brooklyn (oil brought by pipe lines from Pennsylvania oil region).

5. *Important sights to see*.—Brooklyn Bridge; elevated railroad; tall buildings; Central Park; Statue of Liberty.

HELPS.

Rand, McNally & Co.'s Guide Book.

A Week in New York.—Ingersoll.

Carpenter's North America.

Picturesque Geography Reader, No. 3.

Munsey's Magazine for 1898.

Scribner's Magazine for October, 1899.

Century Magazine for December, 1892.

—"Journal of School Geography."

THE ORDER OF SIGNS IN ARITHMETIC

1. In an expression containing the signs $+$, and $-$ only, the order is indifferent. All numbers with the $+$ sign may first be united and then from their sum the aggregate of all the numbers with $-$ sign may be taken, and the difference is the desired result, or the operations of addition and subtraction may be performed in the order of the signs.

2. In an expression containing the signs $+$, $-$ and $\times$, the sign $\times$ takes pre-

cedence over the other signs, and the work indicated by it must be done before that indicated by either of the other signs; *e. g.* $16-3\times4+2\times4=16-12+8=12$.

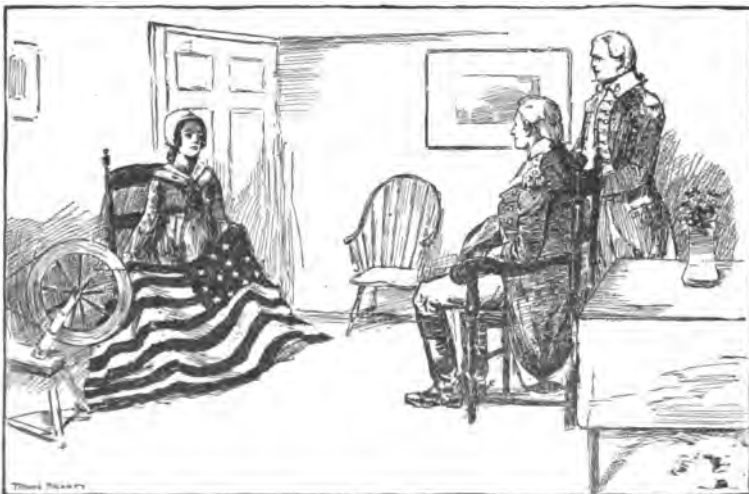
After the multiplications are performed, then law 1 operates.

3. In an expression containing the signs $+$, $-$ and $\div$, the sign $\div$ takes precedence over the other signs, and the method of procedure is the same as in 2.

4. In an expression containing the signs $+$, $-$, $\times$ and $\div$, the signs $\times$ and $\div$ take precedence over the others. If the signs $\times$ and $\div$ are consecutive, they operate in the order of occurrence. This last statement is not accepted by all mathematicians, but by far the larger number agree to it; *e. g.*, $18\div6-12\times3\div9+16\div8\times3=3-4+6=5$.—*American Journal of Education*.

The teacher needs to cultivate the art of asking questions. There are questions that strengthen a child's thinking, there are others that weaken and demoralize his mental habits. Never ask a question that tells the child what you expect him to answer. The voice may tell him as well as what you say.

Every educated man is, in some sense, self-educated. No teacher, whatever his abilities may be, can force an education upon an unwilling pupil. Furthermore, no teacher can educate a persistently idle pupil.—*Eggleston*.



From "First Steps in the History of Our Country,"

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KINDERGARTEN

CRITICISM AND CRITERIA

MARI RUEF HOFER

NOT long ago the writer had opportunity to hear the opinion of a literary critic on children's songs, poems, and stories. He claimed that probably not one-tenth of the material now being put forth would stand the test of ordinary literary criticism, much less the criteria of literary art, *i. e.*, diction, content, composition, and form. He suggested that instead of multiplying instances by slight variations of treatment of the old, well-worn themes of the kindergarten, that a more thorough study and criticism be made of what we have and use daily. He urged that instead of indiscriminately producing, more time be spent in the study of themes, their treatment and development, literary construction, composition, and particularly the relation of language in child thought and expression.

The kindergartener must differ from the critic, in that she values spontaneity and fresh made-to-hand expression, embodying the daily experience, above form and even diction. The breaking away from pedantic abstraction to the living word and deed of the present has been one of the hard-wrought changes from old to new. The freedom of thought, feeling, and expres-

sion gained is worth the struggle, though crudities abound as a result. But the time for the exploitation of an idea passes by, and that for forming standards and permanent values arrives. The child-story and poem and song must be free as is the child to express itself in what form it will, but all that the critic argues for would not be incompatible with this. If the blessed band of kindergarten poets and story writers do occasionally mix their metaphors and abound in superfluous superlatives and indiscreet personifications—these are all faults which training can overcome. Also let us beware of the stereotyped spontaneity of professional kindergartening which we sometimes hear, and the studied child-likeness of speech and diction which abounds in story and story-telling. The study of a theme in its essentials—subject and characteristic qualities—will reveal structure, suitability of form and language and clothing. Good, strong cultured English consists in saying a thing in the best way, and in using the right words in the right place. Until genius is more prevalent it might be well to put the severest tests to the prolific production of child literature. —*Kindergarten Magazine.*

CHILD STUDY

A RATIONAL COURSE OF STUDY

- I. A course of study should not be too formal; more in the nature of a suggestive outline.
- II. What is to constitute a rational course? What is the aim of education?
 1. Mediating the experience of the race.
 2. Perfection of the race.
 3. Placing each individual in position to work out his own destiny.
- Consequently:
 1. Information and experience.
 2. Training and exercise.
 3. Individual tests, universality of course, and freedom of expression.
- Ultimate aim: POWER, CHARACTER.
- III. Requirements of re-adjustment:
 1. Elimination of non-essential details.
2. Proper distribution of the work in a sequence parallel to lines of natural interests and nascencies.
3. Better methods of presentation.
- IV. As to methods:
 1. Recognition and construction of apperceptive basis.
 2. Individualization.
 3. Co-ordination.
- V. Interrelated scheme of studies.

A.—KNOWLEDGE.

(a). *Environment.*
Geography.

(b). *History.*
The past: Man's evolution.
The present: Contemporaneous history.

Science The outlook: Civics, Ethics.
American and General History, Literature and Art.

Geometry (formal side of geography).

Language and Languages.

Mathematics is an element of knowledge pervading all branches (the precise cognition).

Laboratory and construction work is a method of acquiring knowledge.

As laboratory work it pertains to environment.

As constructive work it pertains to history (occupations, development of civilization).

B.—DEVELOPMENT OF SELF-EXPRESSION.

Physical training, including music and gymnastics, games, etc., composition, art work, inventive construction.

A RATIONAL COURSE OF STUDY—II

NASCENT PERIODS—CULTURE EPOCHS

I. The traditional school-grades are not commensurate to the natural order of the child's development.

II. From symbolism and play to realism and work.

III. The problem of sequence, four great epochs:

1. The animal stage.

Movements, control, intellectual activity, reasoning, are the animal level. Reflex habits of obedience, cleanliness, truthfulness, etc. Naming the source of language. Awakening of the Ego Fetiches, fear, materialistic theology (nature worship). Free spontaneous imitations. Instinctness of reality. Counting period.

2. The race period, 6-11.

Primitive religious notions. Mythological and dogmatic stage. Gradual development of freedom of finger and hand movements. Wrist movements gained at 11. Racial exercises in sailing, swimming, rowing, running, roaming, hunting, etc. Nomadic inclinations. Environment decisive. Language teaching period. At 8 historic (biographical) interest begins. Transition to pubertal period: change from belief to doubt; pleasure in thinking out logical sequences.

3. The nation.

Tribal inclinations at 11. Clubs and predatory societies. National traits assert themselves, first in their primitive form—adventurous, conquering, colonizing period. Hero-worship.

Sexual differentiation. Boys: community-making; girls: home-making.

At 12, maximum of life intensity. Rational thought born. The individual attitude arises slowly, through latent heredities.

From family to the individual.

4. The individual at 15.

Choice; electives; differentiation; from selfishness to altruism.

IV. Concentric circles.

V. Differentiation of work at pubertal period.

1. Completion of elementary course; branching out to higher work.

2. Different interests and aptitudes, also difference in rate of growth, in boys and girls.

VI. Elasticity of course. The final aim cultural, not utilitarian.—*Maximilian P. E. Grossmann, The Grossmann School, Varese, Va.*

SCHOOL BOARDS

COLLEGES OF COMMERCE

MUCH of the discussion about so-called colleges of commerce is not of a character to delight the heart of either the college man or the commercial man. Too often this discussion is distinguished by the emphasis laid on the value of the short-cut or the cut-off, in education. Too often,

also, it is distinguished by the emphasis laid on the value of knowledge as knowledge. In not a few instances, moreover, this discussion consists of such atmospheric generalities that either a denial or an affirmation of the propositions involved is perilous.

I make bold to suggest the following propositions, in somewhat of an interrogative mood, although the form is declarative enough. Are not several of the principal truths relating to the proposed colleges of commerce herein suggested?

PROPOSITIONS.

1. About one-third of the graduates of our most conspicuous colleges are engaged in business.

2. The entrance of so large a proportion of the graduates into business is advantageous to the ordinary professions. The professions are overcrowded.

3. No business man can be too well trained.

4. No business can have too well trained workers in its service.

5. The best training for a business man is the ability to think.

6. The knowledge of the conditions of the business in which each one is engaged is important. These conditions, of course, vary in different sorts of business; and therefore the knowledge of the conditions must be varied.

7. It is usually impossible to determine in advance what business a man in college will enter.

8. It is therefore usually wise not to emphasize strongly the element of mere knowledge in preparing for a business training.

9. If one have a well trained mind, he is prepared to learn any business with ease so that he can conduct it with whatever success it is in him to make. Professor

Morris, superintendent of the shops in Sibley College of Cornell University, recently said to me, as we were walking through the blacksmith department, that these men learn in two hundred hours as much about blacksmithing as the ordinary apprentice learns in a blacksmith shop in three or four years, with the exception of one or two minor matters, as for instance, horse-shoeing.

10. The plan for the establishment of colleges of commerce is in peril of substituting knowledge for power, information for ability to think.

11. One can receive training from pursuing studies which in their relation to conveying knowledge may also be valuable.

12. In pursuing studies which seem to relate specially to commerce, such as sociology, political economy, modern languages, regard should be paid to the order in which these subjects are taken up. Studies should not be taken up for their purposes earlier than the last year, or at most, the last two years, of the college course.

13. Care should be exercised lest colleges of commerce should become co-ordinated with the ordinary undergraduate college. Being professional schools they should be co-ordinated with schools of law, medicine and theology.

14. A training in a school of law for at least one, and better still for the whole three years, represents an admirable training for many men who propose to enter business.—*Charles F. Haning, LL. D., in Independent.*

EDITORIALS

THE University of Illinois commences the year with quite a thousand students in the entering class. The total registration for the year will be in the neighborhood of 2,600 or 2,700. In 1890 the registration of the University was 519, and in 1895 it was 855. The University has colleges of Literature and Arts, Science, Engineering, Agriculture, Law, and Medicine, and Schools of Music, Art and Design, and Pharmacy. Illinois has surely been developing a University which has come up to the level of any of the great state universities, and they are rivalling the oldest and strongest in the country. The eastern friends of President Drape will rejoice in his continued success.

VERTICAL writing had a hard road to get into the schools of this country, and it has hardly established itself before the natural reaction is on. All the worshippers of the old Spencerian school and the innumerable army of teachers who had this forced on them at a time of life when it is impossible for them ever to feel confident or to be thoroughly proficient in its use, are welcoming the objections made against and enjoying the blows that the vertical system is now receiving. Possibly its advocates have claimed too much for it. Its legibility and hygienic value are undoubted; its beauty we are not so sure of. We think that there is a trifling loss of rapidity, though this may

well be doubted, if we take into consideration the time lost in business houses reading slowly or deciphering the mass of poor handwriting of the old school. Its uniformity simply adds to its legibility. Its advantages from a standpoint of legibility and hygiene are sufficient reasons for us to give the system our approval. In the ebb and flow that occur in things educational, as in all else, vertical writing is going to have a set-back for the next two or three years, but it has nevertheless come to stay. Its ultimate form will be of the semi-vertical or natural slant, which will do away with the only really tenable objection to the present vertical system, *i. e.*, that instead

teachers from the training schools and colleges of the state and embrace men and women who are willing, not alone to work hard and conscientiously and make large sacrifices of time and energy, but who are able and efficient.

The inspiration to the student mind in the work being done is apparent. There is an interest and an eagerness in study and recitation that is appreciable.

Two classes of students are found in these schools, those preparing for State examinations, and those who are anxious for general pedagogical improvement. The season of study in these schools, of course, is short, but through them comes an educa-



MISS RICE TEACHING DRAWING AT THOUSAND ISLAND PARK

of being vertical the tendency is to write a back-hand.

* * *

TEACHING IN TENTS

THE summer teachers' institutes at Thousand Island Park and Chautauqua are of recent establishment. That they were attended the past season by one thousand students bears evidence of their value and popularity.

If there are any who have doubted the efficiency of the work being done by these vacation schools, it only needs that they visit them to understand the real value of the work they are accomplishing. The faculties are made up of some of the best

tional stimulus that repays all who enter. And, too, there comes a widening of acquaintance among school men and women, and the sharpening of intellect, the stirring of sluggish currents of thought, that comes from contact with new instructors, imbued with new educational ideas.

Great credit must be accorded the instructors, who give up a portion of a vacation from their year's work in the school room, richly earned, and go into these schools to labor hard and earnestly for their growth, their accomplishment and their widely developing influence. It is not given us to speak of their individual efforts, of which we might speak in warm-

est words of praise. We cannot refrain, however, from calling attention to the lectures on Child Study, given by Mrs. Anna Eggleston Friedman, which were especially valuable and interesting. Dr. S. H. Albro, also, did inestimably well in presenting the subject of Psychology to his classes,—a subject in which he is both sensible and interesting. Miss Gratia Rice throughout the entire session was indefatigable in her efforts, and earned the warmest praise for her endeavor.

We do not hesitate to declare that these schools are worthy of greater attention from the state authorities. There should be better accommodations provided for the large number who attend them. But of this we shall have something more to say later.

* * *

OUR PARIS HONOR

WE are pleased to announce that the Committee on Educational awards at the Paris Exposition have given "NEW YORK EDUCATION" a group prize and silver medal for marked service in promoting the cause of primary, secondary and higher education. This recognition of a magazine of but three years standing is of itself an honor, but when it is understood that no gold medals were given any educational periodicals, (a gold medal was awarded Dr. Nicholas Murray Butler, personally, for such service) and that the group in the prize given embraced but five out of the many such publications existing, the honor is all the greater.

The editor of this magazine feels no little degree of satisfaction that his efforts and labors, carried on as they were mainly after the close of an arduous day's work in the school room, have met with such appreciation; but we are particularly pleased with the fact that our claim that "NEW YORK EDUCATION," "from college to kindergarten covers the field," is endorsed by the action of the Paris Exposition Committee awarding us this distinction for service in promoting *Primary, Secondary and Higher Education*.

* * *

IN PROTEST

WE have received the following letter:

ITHACA, N. Y., Sept. 21, 1900.

Dear Sir:

In your current issue NEW YORK EDUCA-

TION quotes (page 26) from *Pathfinder* a paragraph contrasting Columbia's having placed women on its faculty with "the action of Cornell University trustees in deciding that no woman shall have a place on its faculty, the one already there having been displaced." I trust that you can find a way to correct this in your next issue. There never was any woman on the Cornell "faculty," consequently none was ever "displaced." On the other hand there have been for two years, and now are women on our "staff of instruction" teaching mixed laboratory classes. And lastly, no action was ever taken by Cornell's trustees on the question of placing, or not placing, women on the faculty. The question has never been introduced into their deliberations. The statement quoted by you is absurd, but unfortunately no lie is ever too absurd to be believed in some quarters. This particular one might injure Cornell if not followed in its devious wanderings and patiently re-denied.

Yours sincerely,

H. C. HOWE,

President's Secretary.

Mr. C. E. FRANKLIN,

Editor New York Education,

81 Chapel Street, Albany, N. Y.

The paragraph referred to had its origin, no doubt, in the alleged action of the trustees of Cornell University relative to Miss Louise Sheffield Brownell. According to newspaper reports Miss Brownell went to Cornell, as warden of Sage College, two years ago, with the expectation, if not the assurance, that in due time she would be put on "the faculty," but when, last Spring, she sought to have this expectation or assurance realized, she met with disappointment and promptly resigned, being succeeded by Miss Margaret Floy Crowell, who will be warden of Sage College and devote her spare time to individual advanced study in Psychology. It will be noted that the President's secretary states that the Cornell trustees never took any action on the question of placing, or not placing, a woman on the faculty. Miss Brownell is now head of a private school in Utica, N. Y.

UNIVERSITY OF THE STATE OF NEW YORK

HIGH SCHOOL DEPARTMENT.

164th Examination.

[We continue this month the plan, adopted last Spring, of printing as answers to the Regents' questions, samples of papers accepted by the office from students of schools in various parts of the State.

Words, phrases or sentences inclosed in parentheses have been supplied by us and indicate that the paper in that respect had been marked wrong, or contained a mark to indicate that there was something lacking either to fill out or to better express the sense.—EDITOR.]

LATIN—FIRST YEAR.

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1. State the gender and indicate the accent of each of the following nouns: *lux, consul, libertas, virtus, miles, corpus, manus, Roma, cornu, acies*.

2. Decline *magister, tempus, vis*, in the singular; *pons, dies*, in the plural.

3. Translate into English:

Bello Helvetiorum confecto, principes Galliae ad Caesarem convenerunt, quod Germanos timebant. Pro his Divitiacus locutus est: "Multi Germani in Gallia sunt, quibuscum saepe contendimus. Eorum superbiam sustinere non possumus. Ad te venimus ut auxilium petamus."

loquor = speak, *contendo* = fight, *superbia* = haughtiness.

4. Give the reasons for the case of *bello, Germanos, eorum*; for the mode of *sustinere, petamus*.

5. Translate into Latin:

- a The Germans are fighting in Gaul.
- b Let us carry on war with the Helvetians.
- c Aid will be sent by the leaders.
- d To whom did you give that letter?
- e He was the noblest of the Gauls.

6. Conjugate *confecto* (question 3) in the present indicative active, in the pluperfect subjunctive active; *timebant* in the future and the perfect indicative active.

7. Give the present and the future imperative of *eo*; all the participles, active and passive (including gerundive), of *munio*. [Translate each form.]

8. Translate into English:

Hamilcar, postquam in Hispaniam venit, magna bella gessit; maximos fortissimosque populos subegit, et equis, armis, viris totam Africam locupletavit. Hic, nonno anno postquam in Hispaniam venerat, in proelio pugnans occisus est.

Hispania = Spain, *subigo* = subdue, *locupletor* = enrich.

9. Translate into Latin:

- a He says that he has many horses.
- b My father is very dear to me.
- c Did not this man fight bravely?
- d On that day we conquered the Romans
- e I will go home with you, my friend.

10. Explain, with examples, the formation and meaning of each of the periphrastic conjugations.

11. Write the Latin words of the following: 1, 3, 5, 9, 21, 2d, 4th, 6th, 10th, 12th.

12. Translate into English:

Graeci, post excidium Troiae, in patriam revertunt: In his erat Ulysses. Multum ille errat, multas terras videt, multa maria transit. Post multos annos ad patriam venit, et adventus eius uxori et caro filio gratissimus fuit.
excidium = destruction, *erro* = wander.

13. Write the principal parts of *possumus, venimus* (question 3), *revertunt, videt, transit* (question 12).

14. Decline *aliquis* in all genders, singular and plural. Compare *parvus, prudens*.

15. State, giving reasons, the case that should be used in translating into Latin each italicized noun in the following:

- a We fought for many days.
- b He remained at Carthage.
- c, d He is six years older than his brother.
- e They made him consul.

BESSIE ELLA CARY, Lockport High School.
EDWARD HAYWARD, Principal.

Answers.

- 1—unus.
- 3—tres.
- 5—quinque.
- 9—(novem).
- 21—viginti et unus.
- 2nd—secundus.
- 4th—quartus.
- 6th—sextus.
- 10th—decimus.
- 12th—duodecimus.

(12). The Greeks, after the destruction of Troy, returned into their fatherland. Among these was Ulysses. He wandered much, saw many lands, crossed many seas. After many years, he came to his fatherland, and his approach was very acceptable to his wife and dear son.

15. (a) "Days" should in Latin be expressed by the accusative, because extent of time is expressed by the accusative.

(b) "Carthage" should in Latin be expressed by the locative, because in names of towns, place where is expressed by the locative.

(c) "Years" should be expressed by the ablative in Latin, because the degree of difference is expressed by the ablative.

(d) "Brother," if in the Latin translation, *quam*, meaning than, is omitted, should be expressed by the ablative case, because the comparative is followed by the ablative if *quam* is omitted.

æe) Consul is in the accusative because it is used as a predicate accusative.

- (1). Gender. Noun accented.
 feminine lux
 masculine consul
 feminine libertas
 feminine virtus
 masculine miles
 neuter corpus
 feminine manus
 feminine Roma
 neuter cornu
 feminine acies
 (2). Singular. Singular.
 N. magister N. tempus
 G. magistri G. temporis
 D. magistro D. tempori
 Ac. magistrum Ac. tempus
 Ab. magistro Ab. tempore
 Singular. Plural.
 N. vis N. pontes
 G. vis G. pontium
 D. vi D. pontibus
 Ac. vim Ac. pontes, pontis
 Ab. vi Ab. pontibus
 Plural.
 N. dies
 G. dierum
 D. diebus
 Ac. dies
 Ab. diebus

(3). The war of the Helvetians having been accomplished, the chiefs of Gaul came to Cæsar because they feared the Germans. For them Divitiacus spoke: "Many Germans are in Gaul, with whom we often fight. Their haughtiness we are not able to bear. To you we come to sue for aid.

(4). "Bello" is in the ablative because it is used as an ablative absolute.

"Germanos" is in the accusative because the direct object of a transitive verb is in the accusative.

"Eorum" is in the genitive, because a substantive or a pronoun modifying a noun and not meaning the same person or thing, should be put in the genitive.

"Sustinere" is in the infinitive mode, because the infinitive is used after forms of possum.

"Petamus" is in the subjunctive because the subjunctive is used in ut clauses of purpose.

5. (a) Germani in Gallia contendunt.
 (b) Bellum cum Helvetiis geramus.
 (c) Auxilium ab ducibus mittetur.
 (d) Cui illam epistolam dabas?
 (e) Nobilissimus Gallorum erat.
 9. (a) Dicit se multos equos habere.
 (b) Meus pater est mihi carissimus.
 (c) Nonne hic vir fortiter pugnavit?
 (d) Eo die Romanos vicimus.
 (e) Ego domum tecum, amice, ibo.

(10) The first periphrastic conjugation consists of the future active participle and some form of verb sum. It expresses simple futurity. Example: Te amaturus sum.

The second periphrastic conjugation consists of the gerundive, or future passive participle, and some form of verb sum. It expresses duty, obligation, or necessity. Example: Epistula scribenda est mihi.

GERMAN—FIRST YEAR.

1-2. Translate into English:

DER ARME UND DER REICHE

Vor alten Zeiten, als noch Engel auf Erden unter den Menschen wanderten, trug es sich zu, daßs einer, derselben abends müde war und ihm die Nacht überfiel, ehe er zu einer Herberge kommen konnte. Nun standen auf dem Wege vor ihm zwei Häuser einander, gegenüber, das eine gros und schön, das andere klein und ärmlich anzusehen, und gehörte das große einem reichen das kleine, einem armen Manne. Da dachte der Engel: "Dem Reichen werde ich nicht beschwerlich fallen, bei ihm will ich anklopfen." Als der Reiche an seine Thüre klopfen hörte, machte er das Fenster auf und fragte den Fremden, was er suche. Der Engel antwortete: "Ich bitte nur um ein Nachtlager."

sich zutragen = happen, *Herberge* = inn, *beschwerlich* = burdensome, *Lager* = bed.

3-4. Translate into English:

EINE WETTE

Eines Abends hielt ein Herr zu Pferde vor einem Gasthof an, der mit Reisenden angefüllt war. Er ritt in den Hof, rief den Wirt mit lauter Stimme zu sich und sagte ihm, für sein Pferd zu sorgen. "Wir haben keinen Platz," sagte der Wirt, "der Stall ist voll." "Ja, ja," antwortete der Herr, der nicht zu hören schien, "ich werde morgen an euch denken." "Aber ich sage Ihnen, wir haben keinen Platz." "Gebt ihm Hafer und so viel Heu als er fressen will," sagte der Reisende, und ging in das Haus. "Er muß verrückt sein," sagte der Wirt. "Ich glaube, er ist taub," versetzte der Stalljunge; "aber jedenfalls müssen wir für sein Pferd sorgen, wir sind verantwortlich dafür."

Wette = wager, *Hafer* = oats, *verrückt* = crazy, *versetzen* = answer, *verantwortlich* = responsible.

5-6. Translate into English:

KÖNIG ARTUS

Frühe am Morgen war Parcival erwacht, hatte das Boot bestiegen und liefs sich vom Fischer an die andere Seite des Sees fahren. Von dort rit er gegen die Berge, um noch vor Mittag des Königs Burg zu erreichen. Bald sah er die Türme. Da eilte Parcival noch mehr und gelangte endlich an die Mauern der Stadt und vor das Thor. Aus diesem aber kam gerade ein roter Ritter heraus. Alles an diesem war rot—sein Helm, sein Schild, sein Harnisch und selbst sein Haar. Und Parcival wandte sich zu ihm und fragte ihn nach dem Wege zur Königsburg und erheilt kurzen klaren und höflichen Bescheid.

Turm = tower, *Harnisch* = armor, *Bescheid* = reply.

7. Translate into German:

a) Tell me what time it is, b) He is only five years old, c) The boy stopped when he saw them, d) In winter the snow lies on the ground, e) Whose book is that? This is mine.

8. Conjugate the present indicative active of *sprechen*, the future indicative of *sich schämen*, the pluperfect subjunctive active of *glauben*, the imperfect indicative passive of *folgen*, the present subjunctive passive of *schlagen*.
9. State the gender indicated by each of five of the following suffixes: *-keit*, *-ling*, *-chen*, *-ei*, *-nis*, *-tum*, *-ung*, *-lein*, *-schaft*. Give an example in each case.
10. Decline, in singular and plural, a) *der grösste Garten*, b) *seine kleine Uhr*.
11. Write the principal parts of *fressen*, *bringen*, *aufspeilen*, *schweigen*, *zerreißen*.
12. Compare *hold*, *lang*, *nah*. Write the second and the third person singular of the present indicative of *dürfen*, *helfen*.
13. Translate into German: a) She does not say anything, b) There is no doubt about it, c) I am not listening to him, d) He could not help it, e) Of what are you thinking?
14. Write complete German sentences not found on this paper, containing a) a relative pronoun, b) an impersonal verb, c) an adverb of place and an adverb of manner.
15. Write from memory and translate the last three stanzas of Heine's *Die Lorelei*.

Answers.

CECILIA F. GOLDSTEIN, Elmira Free Academy
C. F. WALKER, Superintendent.

1-2. The poor man and the rich man.

Long ago, when angels still wandered on earth among the people, it happened, that one of same was tired in the evening and the night overtook him, before he could come to an inn. Now on the road before him stood two houses opposite each other, one large and beautiful to look at, the other small and poor, and the large one belonged to a rich man, the little house to a poor man. Then the angel thought: "I shall not fall burdensome on the rich man. I shall knock at his house." When the rich man heard knocking at his door, he opened his window and asked the stranger what he looked for. The angel answered: "I ask only for a bed."

3-4. One evening a gentleman (on horseback) stopped before an inn, which was filled with travelers. He rode into the yard, called the innkeeper to him (in) a loud voice, and told him to take care of his horse. "We have no place," said the innkeeper, "the stable is full." "Yes, yes," answered the gentleman, who did not seem to hear. "I shall (think) of you to-morrow." But I tell you, we have no place." "Give him oats and as much hay as he wishes to eat," said the traveler, and went into the house. "He must be crazy," said the innkeeper. "I believe he is deaf," answered the stable boy; "but nevertheless, we must take care of his horse, we are responsible for it."

5-6. Early in the morning Percival was awakened, had stepped into the boat and let himself be (ridden) to the other side of the lake by the fisherman. From there he rode towards the mountains, in order to reach yet before noon the king's (castle). Soon he saw the towers. Then Percival hastened still more and came up at last to (the) walls of the city and before the gate. Out of this however a red knight came straight out. Everything on this one was red—his helmet, his shield, his armor, and his hair itself. And Percival turned to him and asked him for

the road to (the king's castle) and received (a) short, clear and polite reply.

7. (a) Sagen Sie mir wie viel uhr es ist.
(b) Er ist nur fünf Jahre alt.
(c) Der Knabe hielt (auf) als er sie sah.
(d) Im Winter, liegt der Schnee auf dem Boden.
(e) Wessen Buch ist das? Dies ist mein.

8. Ich spreche Wir sprechen
Du sprichst Ihr sprecht
Er spricht Sie sprechen

Ich werde mich schämen
du wirst dich schämen
er wird sich "

wir werden uns "
ihr werdet euch "
sie werden sich "

ich hätte geglaubt

du hättest "

er hätte "

wir hätten "

ihr hättet "

sie hätten "

ich wurde gefolgt

du wurdest "

er wurde "

wir wurden gefolgt

ihr wurdet "

sie wurden "

ich werde geschlagen

du werdest "

er werde "

wir werden "

ihr werdet "

sie werden "

10. Singular.
der grösste Garten
des grössten Gartens
dem " Garten
den " "

Plural.

die grössten Gärten

der " "

den " "

die " "

Singular.

siene kleine uhr

seiner kleinen uhr

seiner kleinen uhr

seine kleine uhr

Plural.

seine kleinen uhren

seiner " "

seinen " "

seine " "

15. Sie kämmt es mit goldenem Kamme.
Und singt ein Lied dabei;
Das hab eine wundersame
Gewaltige melodei.

Den Schiffer im (kleinen) Schiffe

Er greift es mit wildem Weh;

Er schaut nicht die Felsenriffe.

Er schaut nur hinauf in die Höh.

Tch glaube die Wellen verschlingen

Am Ende Schiffer und Kahn;

Und das hab mit ihrem Singen

Die Lorelei gethan.

ALGEBRA.

Questions.

1 Simplify

$$\left\{ \frac{1-x}{1-x+x^2} \right\} \left\{ (x^2+1) + \left(\frac{\frac{1}{x}-x}{\frac{1}{x}} \right) \right\}$$

2 Divide $1 - a^3 - 6ax - 8x^3$ by $1 - a - 2x$

3 Factor $x^2 + x - 30$, $64 - y^2$, $a^{15} + 1$, $\frac{x^3}{4} - xy + y^3$,
 $a^2 - 5a^2b^2 + 4b^4b$

4 Solve $\begin{cases} 2x + y - 3z = -5 \\ x + 3y = 7 \\ 2z - 5y = -4 \end{cases}$

5 Solve $8x^2 - 2x - 3 = 0$

6. Define five of the following: *factor, reciprocal, surd, involution, root, simultaneous equations, similar terms.*

7. The age of the elder of two boys is twice that of the younger; three years ago it was three times that of the younger. Find the age of each.

8 Multiply $2x - x^{\frac{1}{2}} + x^{-\frac{1}{2}}$ by $x^{\frac{1}{2}} - x^{-1} + x^{-\frac{3}{2}}$

9 Find the cube root of $8x^3 - 12x^2 - 30x^4 + 35x^5 + 45x^3 - 27x - 27$.

10 Write out by the binomial theorem the first four terms of $\left(\frac{x^2}{2} - 4y \right)^7$ giving all the work for finding the coefficients.

11 Reduce to its lowest terms $\frac{x^3 - 13x + 12}{x^4 + 3x^2 + 12x - 16}$

12 Simplify $\frac{\sqrt{x^3 - 1} + \sqrt{x^3 + 1}}{\sqrt{x^3 + 1} - \sqrt{x^3 - 1}}$

$$\frac{b}{a^2} \sqrt[3]{\frac{a^{3n+1}}{b^3}} \cdot \frac{\sqrt{a^2 - b^2}}{\sqrt{(a-b)^2}}$$

13 Solve $\sqrt{x-1} + \sqrt{x} = \frac{2}{\sqrt{x}}$

14 Solve $\begin{cases} x^2 + y^2 = 9 \\ x^2y = 6 - xy^2 \end{cases}$

15. A number is composed of two digits the difference of whose squares is 20; if the digits are interchanged the resulting number is 18 less than the original number. Find the number.

Answers.

ROBINSON H. DAVISON, Haverling High School
W. T. PALMER, Principal.

1. 1. 2. $4x^2 + 2x + 1 + a - 2ax + a^2$.
3. $(x+6)(x-5)$; $(2-y)(4+2y+y^2)$; $(2+y)(4-2y+y^2)$; $(a+1)(a^2-a+1)(a^3-a^2+1)$;
 $\left(\frac{x}{2} - y \right) \left(\frac{x}{2} - y \right)$; $(a-2b)(a+2b)(a-b)(a+b)$.

4. 1, 2, 3. 5. $\frac{3}{4}$ or $-\frac{1}{2}$.

6. $2x - x - 1 - x^{-\frac{1}{2}} + 3x^{-\frac{1}{2}} - x^{-1} + x^{-2}$.

7. $\frac{x-3}{x^2+4}$.

8. $1\frac{1}{4}$. 9. $2x^2 - x - 3$. 10. 64.

ARITHMETIC.

Questions.

1. Simplify $\left\{ \left(\frac{1}{2} + 2\frac{1}{3} - 3\frac{1}{4} \right) + \left(\frac{1}{3} - 1\frac{1}{2} + 5\frac{1}{4} \right) \right\} \times (.625 \times \frac{1}{2})$.

2. The bottom of a rectangular tank which holds 2400 liters of water is $2\frac{1}{2}$ meters long and 120 centimeters wide; find the depth of the tank.

3. Find the greatest common divisor of the least common multiple of 243, 198 and 264.

4. A grocer pays \$12 for 5 bushels of cranberries and sells them so as to gain $33\frac{1}{3}\%$; find the selling price per quart.

5. Find the amount of \$835 at $4\frac{1}{2}\%$ simple interest from October 25, 1898, to the present time.

6. Define five of the following: *antecedent, decimal fraction, factor, interest, payee, policy subtrahend.*

7. John Hartwell borrows this day of Charles Smith \$280, giving his note for three months at 5%. Write the promissory note in proper form and find its amount at maturity.

8. If 1 bushel of wheat weighs 60 lbs., what is the capacity in cubic feet of a bin which holds 1 ton of wheat? [1 bushel = 2150.42 cubic inches.]

9. Find the cost of carpeting a floor $13\frac{1}{2}$ feet by 18 feet, the carpet being $\frac{3}{4}$ of a yard wide and costing \$1.20 a yard.

10. Find the exact contents in cubic yards of a solid wall 8 feet high and 18 inches thick around a rectangular court 20 yards by 32 yards.

11. Find the square root of 73 to three decimal places.

12. A person sells 200 shares of railway stock at $105\frac{1}{2}$ and invests the proceeds in mining stock at $70\frac{1}{2}$, paying $\frac{1}{8}\%$ brokerage in each case; how many shares of mining stock does he buy?

13. An agent sold 3000 bushels of oats, and, after deducting his commission of $2\frac{1}{2}\%$ sent his principal the proceeds, \$877.50; for how much a bushel were the oats sold.

14. The list price of a bill of goods is \$120; find the net cost when the successive commercial discounts are 20, 10 and 5.

15. Find the number of square feet in the convex surface of a cylindric iron chimney 30 inches in diameter and 50 feet high.

Answers.

A. BRADLEY LINDSLEY, Corning Free Academy.
LEIGH R. HUNT, Superintendent.

1. $\frac{1}{2}$. 2. 8 decimeters deep. 3. 21,384 L. C. M.
4. \$.10 a quart. 5. \$896.2675%. 6. 41.48 bu. 7. \$43.20. 8. 8.544+. 9. \$.30. 10. \$82.08.

UNITED STATES HISTORY.

Questions.

1. Describe *one* of the following: a) the first voyage of Columbus to America, b) De Soto's expedition.
2. Mention *two* facts that show the religious intolerance of the Massachusetts Bay colony and state two effects of this intolerance on the settlement of New England.
3. State, with reference to the settlement of Pennsylvania, a) purpose of its founder, b) kind of government established, c) results of the "great treaty."
4. Show the importance of Fort Duquesne in the French and Indian war. Describe an expedition against this fort.
5. State, a) the purpose of the stamp act, b) *one* reason why the colonists thought the stamp act unjust.
6. Show the importance of the control of the Hudson river in the war of the revolution. Describe an attempt of the British to get control of this river.
7. Give *three* reasons that were urged for the adoption of the federal constitution.
8. Give an account of *two* of the following: a) the alien and sedition laws, b) Eli Whitney's invention and its results, c) the Louisiana purchase.
9. Show the effect of the civil war of a) the blockade, b) the opening of the Mississippi, c) Sherman's march to the sea.
10. Write on *two* of the following: a) development of the new south, b) first Pacific railway, c) purchase of Alaska.
11. Give *two* causes and *two* important results of the Spanish-American war.
12. Write biographic notes on *five* of the following: Francis Marion, Thomas McDonough, Cyrus H. McCormick, Oliver H. Perry, William H. Prescott, Alexander H. Stephens, Tecumseh.

BUCHANAN'S ADMINISTRATION.

13. Give an account of the Dred Scott decision and show how it affected an important provision of the Missouri compromise. State the effect of this decision on political parties in the north.
14. State *one* immediate cause and *one* remote cause of the secession of South Carolina. What preparations for war were made by the south in Buchanan's administration?
15. Mention the states that seceded during Buchanan's administration. Show what was done by these states to establish a new government.

Answers.

OLIVETT SUTTON, Gloversville High School.

JAMES A. ESTEE, Superintendent.

1. De Soto started from Spain with six hundred men, a drove of cattle and bloodhounds to hunt down the Indians.

After many days, he landed at Tampa Bay. He marched through Florida, capturing and tor-

turing the Indians. Alabama, Mississippi, and came out on the Mississippi River. He sailed down the Mississippi River to where the Red River flows into the Mississippi, when he died and in the dead of the night, his followers buried him in the Mississippi River. His followers, tired of wandering, started for home, but (they were shipwrecked and) only a few of that large band reached the settlement in Mexico.

Pennsylvania was founded by William Penn, for the Quakers, who were persecuted in England on account of their religion. The kind of government was the great code or laws which was a set of just and equal laws, drawn up by the legislative assembly, which Penn called from among the settlers. It provided, that all persons should be protected in the worship of God, and that no person should be made to attend or support any form of worship against his will, that all freemen should be allowed to vote, and all church members be allowed to hold office, that the death penalty should be used for two crimes only, murder and treason, and that the prison should be made a workshop and a place of reformation.

Penn made a treaty with the Indians, and it was the only treaty never sworn to, and always kept, and while the Indians fought the white settlers and waged war against them, they never shed one drop of Quaker blood.

3. Fort Duquesne held possession of the rich agricultural region and was the key to the West. It was an easy starting place to go north, south, east or west. Besides there were quite a number of navigable rivers, and made it an easy way to get supplies and so forth.

Washington had command of the colonial troops and Braddock had command of the British regulars. The British troops had never fought the Indians, and so did not understand Indian warfare. Washington was explaining to Braddock, who was very proud, the way the Indians who were aiding the French, fought; when Braddock said: "The Indians may frighten Continental troops, but they can make no impression on the King's regulars."

The army started out for the fort with drums beating and colors flying, and when they were crossing a deep ravine, the Indians sprang from a thicket. The British regulars huddled together, fired and then fled, and Washington fought the Indians, and covered their flight.

4. The purpose of the stamp act was to raise money to pay the British soldiers, who were sent over to America by the king to enforce the laws. The colonists thought the stamp act unjust, because it was another form of taxation, and they thought taxation without representation tyranny.

5. Eli Whitney invented a cotton gin which separated the seeds from the cotton, and could clean one thousand pounds of cotton in a day, while the slave could clean but one pound. The results of this were, that more slaves were needed therefore it increased slavery, increased commerce, increased cotton growing, manufactures sprang up at the north and indirectly caused the Civil War.

5. Louisiana was purchased of France for fifteen million dollars. France sold it to us because she was having war with England, and was afraid if England won she would have Louisiana. It

increased the extent of our territory, it gave us free navigation of the Mississippi river, it gave us fertile valleys and a great agricultural region, prevented any foreign powers from claiming it. It is bounded on the north by forty-ninth parallel, on the east by the Mississippi river, on south by Gulf of Mexico and New Mexico, on the west by the Rocky mountains.

6. The blockade in the civil war prevented the south carrying on commerce or receiving aid from abroad. The opening of the Mississippi cut the Confederacy in two parts, captured the largest cotton market, and prevented them from shipping cotton abroad. Sherman's march to the sea cut the eastern Confederacy in two parts, destroyed the city where the supplies were kept and made it easy to capture the southern capital.

7. The two causes of the Spanish-American war are: The Spanish were trying to establish a monarchy in Cuba and were oppressing the Cubans, and the Spaniards blew up the battleship Maine. The two results were: Spain ceded Cuba to the United States, Cuba, Puerto Rico and the Spanish Lesser Antilles, and the oppression of the Cubans ceased. (The chief cause was giving our minister in Spain a passport and ordering him out of the country. The refusal of Spain to grant Cuba home rule. Results: Independence of Cuba, with self-government, under protection of the United States. Ceding to U. S. of Puerto Rico, Island of Guam, and the Philippine islands, island of Pines, in consideration of the payment of \$20,000,000 to Spain by the U. S.)

8. Dred Scott was a slave of an army surgeon. Scott's master was called up north in free territory, and took Scott with him. He lived in free territory for many years. When he was north he met other negroes, who like himself had lived in slave territory. With full consent of both masters they were married. After a few years Scott's master went down south in slave territory, and Scott declared he was free, because he had been in free territory, so they took the case to the supreme court, and chief justice said he was still a slave, that a slave was like a piece of property and could be taken into any territory and he was still a slave.

This declaration was right in opposition to the Missouri Compromise, because in the Missouri Compromise, slavery was forbidden north of the southern boundary of Missouri, and west of the Mississippi river except Missouri.

The north was very much disheartened at this as it removed the last barrier and they thought now that slavery would be in all the states. It caused a split in the Democratic party and a new party sprang up.

9. An immediate cause of the secession of South Carolina was the election of Lincoln and a remote cause was a difference in construction placed upon the constitution by the North and South. The South prepared for war by seizing gunpowder and supplies for war.

10. The states that seceded during Buchanan's Administration were South Carolina, Mississippi, Florida, Alabama, Georgia, and Texas. Delegates from six of these states met at Charleston, S. C., and made a set of laws modeled after the Constitution. They elected Jefferson Davis for their president, and Alexander Stephens for vice-president. Removed the capital to Richmond, Va.

ELEMENTARY ENGLISH.

Questions.

Answer questions 14-15 and eight of the others but no more.

1. Analyze by diagram or otherwise the following sentence: The doe was feeding, daintily cropping the tender leaves of the young shoots, and turning from time to time to regard her offspring.
2. Write sentences containing the masculine singular of *maid*, *niece*, *heroine*, *goose*; the feminine plural of *lion*, *monk*, *boy*, *drake*; the possessive plural of *king*, *child*.
3. Compare the following adverbs: *far*, *much*, *well*, *easily*, *soon*.
4. Give the third person singular of the following forms of the verb *tell*: a) active, indicative, present, b) passive, indicative, past (imperfect), c) progressive, active, indicative, future, d) progressive, active, indicative, present perfect (perfect), e) emphatic, past (imperfect).
5. Write a formal invitation to Mr. Charles Howard, requesting his presence at a dinner to be given June 19, 1900.
6. Select from the following incorrect sentences and rewrite in correct form, giving the reason for each correction: a) I do not know who she is, b) I do not know who to expect, c) Some degree of care and caution are required for this work, d) Has either of you seen my pencil? e) He is providing a home for we three girls, f) He entertained us instead of our entertaining him, g) I set down and wrote a letter.
7. State the difference between a) an adjective and an adverb, b) an interrogative pronoun and a relative pronoun, c) the active voice and the passive voice, d) an exclamatory sentence and an imperative sentence, e) a phrase and a clause.
8. Give the part of speech and the syntax of the italicized words in the following sentences: a) There in the midst of its farms, reposed the Acadian *village*, b, c) List to a tale of love in Acadie *hame* of the *happy*, d) *How* surely the birds know their enemies! e) It is caught by a sudden stroke of the *cat's* paw.
9. Make a complex sentence of the following: The deer entered the woods. The woods were thin. The deer saw a rabble of people. The people were starting across the meadow. They were starting in pursuit of the deer.
10. Form *one* word from *each* of the following stems and use each word correctly in a sentence: *sci*, *fact*, *merg*, *pend*, *un*.
11. Give the active and the passive infinitives and participles of *sing*.
12. Write sentences illustrating the use of *that* as a) a relative pronoun, b) a conjunction, c) an adjective, d) an adjective pronoun (demonstrative pronoun).
13. Parse the italicized words in the following sentences: a) All was *silent* within, b) Tears then filled her *eyes*, c, d,) the great bugaboo of the birds is the *owl*.
- 14-15. Write an essay of at least 100 words on *one* of the following topics, paying special

attention to spelling, capitalization, punctuation, grammatic construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]:

- a) An Acadian homestead [Describe the home life and the surroundings of Evangeline].
- b) A hopeless journey [Give an account of Evangeline's search for Gabriel, after she left the home of Basil the herdsman].
- c) The household of the bee [Write an account of the bees in the hive, showing the peculiar way in which they live].
- d) Deer hunting [Describe the different methods of hunting the deer in the Adirondacks].

NOTE.—Pupils not familiar with *Evangeline*, *Birds and bees* or *A-hunting of the deer* may write on one of the following: a) The most attractive season of the year, b) Adventures of a letter.

Answers.

NORA NASH, Waverly Union School.
H. J. WALTER, Superintendent.

1. The *lad* was in the woods.
My *nephew* was sick.
The man was a *hero* at the fire.
The *pander* is in the yard.
The *lionesses* escaped from the man.
The *nuns* were in the church.
The *ducks* have gone down the road.
The *girls* are gone home.
The *kings'* houses were burned.
The *children's* mother is away.
2. Positive Comparative Superlative
far farther farthest
much more most
well better best
easily more easily most easily
soon sooner soonest
3. (a) He tells.
(b) He was told.
(c) He shall or will be telling.
(d) He had been telling.
(e) He (did) tell.

4. Miss Nora Nash requests the pleasure of Mr. Charles Howard's company, at a dinner to be given at her home, June 19, 1900.
Tuckahoe, N. Y., June 13, 1900.

5. (a) An *adjective* is a word used to modify a noun or pronoun; and an *adverb* is used to modify a verb, adjective or another adverb. (b) An *interrogative pronoun* is a pronoun used to ask a question; and a *relative pronoun* connects clauses and relates to its antecedent. (c) The *active voice* denotes the subject as the doer of the act; and the *passive voice* denotes the subject as the receiver of the act. (d) An *exclamatory* sentence is a sentence used to denote excitement or feeling; and an *imperative* sentence is used to give a command. (e) A *phrase* is a part of a sentence not containing a subject nor predicate; and a *clause* does contain a subject and predicate.

6. The deer entering the thin woods, saw a rabble of people, who were starting across the meadow in pursuit of her.

7. The boy knew the *science* of geography.
Is two a *factor* of four?
The man *submerged* into the water.
Did you *append* the picture to the wall?
The governor was elected *unanimously*.
8. (a) The boy *that* was here is sick.
(b) We eat *that* we may live.
(c) *That* girl was in school.
(d) *That* is the way to New York.

AN ACADIAN HOMESTEAD.

On the shores of the Minas river was a little village called Acadia, where dwelt Benedict Bellefontaine and his daughter Evangeline. Evangeline was a great favorite among the people in the village; for she was kind and good.

The houses were made of strong oak with gables projecting over the doorway. There were large dormer windows in the houses; and the people used to sit on the doorstep on summer evenings watching the children play.

There were very good people in Acadia; and the doors of their houses (were) always open to the weary traveler.

Near Evangeline lived Basil Lajeunesse; and with him his son Gabriel.

Evangeline and Gabriel were playmates; and always went to school together. They learned their lessons out of the same book; and when their lessons were finished they hurried away to the forge of Basil the blacksmith. They would watch him take up the great hoof of the horse(,) and put the shoe in its place.

They would leave there(,) and run across the fields to play(,) and to look for the stone which the swallow brings to her nest.

Evangeline kept house for her father, and very often Gabriel would come in to talk to her. They would play lots of games together.

Evangeline is fast growing into woman-hood; and, Gabriel into manhood; and we will leave them enjoying themselves.

I certify that the above page was written by me without previous practice on the sentences written.

GEOGRAPHY.

Questions.

1. Explain by use of a diagram the change of seasons.
2. Make a diagram showing the division of the earth's surface into zones. Indicate the width in degrees of each zone and give the names of the circles bounding the zones.
3. Compare the climate of Florida with that of Montana and state *three* reasons for the difference.
4. Trace the course of the waters of *each* of the following to the sea: Chautauqua lake, Otsego lake, Lake George.
5. Give the location of *each* of the following cities and state *one* noteworthy fact regarding each: Poughkeepsie, Gloversville, Oswego, Elmira, Jamestown.
6. Describe a railway route between New York and Buffalo. Mention in order *five* cities and *three* rivers on this route.

7. Give the name and the location of the state sometimes popularly called a) Green mountain state, b) Keystone state, c) Lone star state. State the reasons for the popular name in each case.
8. Mention in order the states that would be seen in sailing along the coast from the bay of Fundy to the mouth of the Mississippi river.
9. Describe three of the following: Sierra Nevada mountains, Blue Ridge mountains, Great Salt lake, Columbia river, Georgian bay, Cape Cod.
10. What and where is *each* of the following: Yukon, Yucatan, Baltic, Rhone, Korea?
11. Describe *three* of the following: Mersey river, Firth of Forth, Jersey island, Shannon river, Land's End, Grampian hills.
12. Mention *three* important articles that would probably be found in the cargo of a ship sailing from a) New York to Montevideo, b) Montevideo to New York.
13. Describe *three* of the following: Kongo river, Lake Victoria Nyanza, Sumatra, Tugela river, Himalayas, Azores.
14. Mention, with location, *two* important rivers of China, *one* important city of India, *one* seaport of Germany, *one* important range of mountains in Russia.
15. Write about 50 words on *one* of the following topics: animals of the frigid zone, Alleghany mountains, irrigation, climate and productions of Puerto Rico.

Answers.

JAMES T. GRAY, Catskill High School.
T. A. CASWELL, Superintendent.

2. See any standard geography.
3. Florida is much warmer than Montana on account of, (a) Florida being nearer to the equator than Montana; (b) Because Florida is a low swampy plain and Montana is mountainous. (c) The Gulf Stream flows out of the Gulf of Mexico near Florida and warms the winds which sweep over it, while Montana has no warm winds sweeping over it.
4. The waters of Lake Chautauqua reach the sea by the Alleghany River, Ohio River, Mississippi River, Gulf of Mexico and Florida Strait.
The waters of Lake Otsego reach the sea by the Susquehanna River, Chesapeake Bay, and Hampton Roads.
The waters of Lake George reach the sea by Lake Champlain, Sorel River, St. Lawrence River, Gulf of St. Lawrence, and the Strait of Belle Isle.
6. A railroad route from New York to Buffalo should be on the Hudson River to Albany and from Albany to Buffalo on the New York Central. Cities through which this railroad would pass are, Yonkers, Poughkeepsie, Hudson, Albany and Syracuse. Three rivers are Hudson, Mohawk and Genesee.
8. The states which a vessel would pass in going from the Bay of Fundy to the mouth of the Mississippi River are: Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi.

9. a) Great Salt Lake is in the northwestern part of Utah, near the lake is built Salt Lake City, which is the capital.

b) The Columbia River rises in the southern part of British Columbia and flows south and then west into the Pacific Ocean. This river is noted for its salmon fisheries.

c) Cape Cod is a cape projecting from the southeastern part of Massachusetts into the Atlantic Ocean.

10. a) Yukon is a river. It's in the northwestern part of North America and empties into the Behring Strait.

b) Yucatan is a peninsula projecting from the southeastern part of Mexico into the Atlantic Ocean.

c) The Baltic sea lies between Russia and the Scandinavian peninsula.

d) Rhone is a river. It rises in Switzerland and flows west and then south into the Gulf of Lyons.

e) Korea is a peninsula in the eastern part of Asia and projects into the Japan sea.

11. Jersey Island is south of England in the English Channel and is one of the Channel Islands.

Lands End is in the southern part of Ireland and is a cape.

The Firth of Forth is in the northeastern part of Scotland and is an estuary.

12. A cargo of goods being sent from New York to Montevideo, would contain, iron manufactures, breadstuffs, and grain. On returning a vessel would bring back hides, horns, and tallow.

15. Puerto Rico lies just south of the Tropic of Cancer; it's drained by numerous rivers, one of which flows through the city of San Juan, the capital. The climate is warm in Puerto Rico owing to its being located in the Torrid Zone. The principal productions are fruits, consisting of bananas, oranges, pineapples, coconuts, etc.

Gold is also mined, but to a small extent.

IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has issued college graduate certificates to the following named persons: Olin Wilson Wood, Olean, Syracuse University, 1892; Willard Dean Shannahan, Green Island, Williams College, 1896; James Albert Winans, Ithaca, Hamilton College, 1897; Christabel Abbott, Cobleskill, Syracuse University, 1895; Gurdan R. Miller, Matteawan, Syracuse University, 1893; Alice Platt Willits, Syosset, Swarthmore College, 1895; Zoe Magdalene Rowland, Sea Cliff, St. Lawrence University, 1897; Jessica May Hitchcock, Ithaca, Cornell University, 1897; Ernest E. Smith, Cambridge, Amherst College, 1889; Helen McCurdy Edwards, Albion, Wells College, 1894; Celia Inez Byrne, Syracuse, N. Y., Syracuse University, 1894; Florence Gertrude Bell, Oneida, N. Y., Western Reserve University, 1896.

The State Superintendent has decided the following school appeals: He dismissed the appeal of Walter Leviker from the election of Porter J. Allen as trustee, of district No. 6, Montague Lewis county, which was taken on the ground

that a sufficient notice of the meeting had not been given.

He sustained the appeal of Lowell S. Henry from the proceedings of the meetings in district No. 1, Richfield, Otsego county, at which five trustees were elected. The election is declared to have been informal because no ballot was taken.

In the appeal of E. R. Lenox and others from the proceedings of the meeting held in district No. 9, Ellery, Chautauqua county, decides that Oscar Stearns, declared to have been elected trustee, was not legally elected.

The appeal of Charles H. Simmons and others from the proceedings of the meeting in district No. 8, Springfield, Otsego county, is sustained on the ground that the election of officers was not conducted in compliance with law.

He sustains the appeal of George Smith from the proceedings at the annual meeting in district No. 5, Orangetown, Rockland county, on the grounds that it was not legally conducted.

The appeal of Theophilus Harrington from the proceedings of the meeting in district No. 4, Warrensburg, Warren county, is sustained for the same reason.

The superintendent also decides that the meeting in district No. 12, Summit, Schoharie county, was not legally conducted.

Up to October 8, 1900, there have been filed at the department of public instruction 131 contracts by school districts for the education of their pupils in adjoining districts. This number exceeds that filed at this time last year by at least 25. During the entire year ending July 31, 1900, there were 225 contracts filed—this being an increase over the previous year of 67.

This system has been thoroughly tested in the first commissioner district of Madison county, where 17 school districts took advantage of the law last year. Carlos J. Coleman in his written report last year submits letters from eleven trustees of districts where this law was tested, and in every instance they report the arrangement as more than satisfactory.

This seems to be the best solution under our present laws of the question of what to do with districts having too small a number of pupils within their limits to profitably maintain a school.

Superintendent Charles R. Skinner has made the following Normal School appointments:

Honorable Henry W. Hill of Buffalo, N. Y., member of the local board of managers of the state normal and training school at Buffalo, in place of Honorable David F. Day, deceased.

General William H. Hughes, of Granville, N. Y., member of the local board of managers of the state normal and training school at Plattsburg, in place of the Honorable Henry G. Burleigh, deceased.

ONEONTA NORMAL.—Helen K. Brainerd, assistant teacher of mathematics and Latin; Genevieve Ingersoll and Lyra M. Matteson, critic teachers.

PLATTSBURGH NORMAL.—Elizabeth W. Bump, English and history; Emmet D. Angell, physical culture; Jennie B. Andrews, drawing.

BUFFALO NORMAL.—Lucy C. Mott, arithmetic and algebra.

NEW PALTZ NORMAL.—Lonis N. Crane, principal of training school; William R. Wood, assistant in science; A. S. Osborn, vocal music; Jeanette Stetson, general assistant; Albert J. Smith, physical culture.

CORTLAND NORMAL.—James A. Shea, principal intermediate department.

JAMAICA NORMAL.—Lottie N. Smith, reading and physical culture; Samuel H. Dodson, history and general assistant.

GENESEO NORMAL.—Carl B. Schrader, physical culture.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements, October, 1900

HIGH SCHOOL DEPARTMENT.

Physics and chemistry. At the request of many principals it has been decided to add for the present five questions to the papers in physics and chemistry, so that each question paper will contain 10 questions on part 1, and 10 on part 2.

History and literature. This paper will also consist for the present of 20 questions, 10 on English literature and 10 on American literature. Each question paper will be divided into two parts and will contain the following note:

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for English literature, and five from part 2 in order to receive credit for American literature.

History. Students who hold old U. S. history passcards will receive two additional counts on passing the present advanced U. S. history. Students not holding old U. S. history passcards, but holding old advanced U. S. history passcards will receive two additional counts on passing elementary U. S. history. Students who hold old U. S. history passcards and desire to earn two additional counts in U. S. history must pass the present advanced U. S. history. Those holding old passcards in general history can not receive additional counts for passing in medieval history.

Changes. In changing from the old to the new requirements all unnecessary modifications in the character and scope of question papers will be avoided.

COLLEGE DEPARTMENT.

In 1896 the legislature passed an act by which expert accounting was raised to the dignity of a profession. This law provides that public expert accountants, citizens of the United States and residing or having an office for the regular transaction of business in the state, and who shall have received from the regents of the University a certificate of their qualifications to practice as public expert accountants, shall be known as certified public accountants; and no other person shall assume such title or use the abbreviation C. P. A. or any other words, letters or figures to indicate that the persons using the same are such certified public accountants. The act provides that the regents shall make rules for the examinations of persons applying for certifi-

cates, and may appoint a board of three examiners.

Rules were made, an examining board appointed and the first examination held in December, 1896, since which time examinations have been held twice in each year. For the purpose of supplying to those interested, full information as to the required procedure and the scope and the details of the examinations, the University has just issued the certified public accountant syllabus, prepared by Charles W. Haskins, president of the board of C. P. A. examiners. This syllabus is a book of 134 pages, and contains, besides the law, regents rules, calendar and full outline of examinations, the question papers used in all examinations heretofore held, a list of standard works on accounting, auditing and commercial law and a full index.

HOME EDUCATION.

Traveling libraries and pictures. Since June 1, 13,101 volumes have been sent to 175 different borrowers. 228 wall pictures have been sent to twenty schools and libraries, and nearly 1,200 lantern slides lent.

A bulletin on *Traveling pictures and school-room decoration* was published in June and a second edition is now in press. It contains a list and halftone reproductions of 100 pictures suitable for school rooms, with brief historical, critical or descriptive notes and references to authorities, also size and publisher. The list does not claim to represent the best art, but merely to include 100 of the most satisfactory subjects for high school decoration considering not only artistic merit, reputation, historical and literary significance and educational value, but also extreme or peculiar views on religious and ethical questions. The bulletin also contains information on schoolroom decoration outside New York and a bibliography on art education.

Study clubs. The year opens with the following twelve study clubs added to the roll, making the total number now registered 391: Travelers' club of Jamestown, Unity club of Victor, Thursday morning club of Troy, Leisure hour club of

Homer, Eclectic club of Jamestown, University Extension club of Madrid, Monday morning travelers' club of Troy, Excelsior study club of Ashville, Fortnightly culture club of Buffalo, Topics club of Phoenix, Friday evening club of Hannibal, Cædmon Literary club of Chipman.

WHAT SHOULD BE DONE FOR EDUCATION IN THE PHILIPPINES?

Government aid should be given in the following directions:

1. Every *barrio* with fifty pupils of school age should have a school, and the teacher should be partially paid by the government of the islands from public revenues. A *per-diem* allowance (Mex.) of two cents per pupil would be ample assistance in his direction, an equal amount being paid by the *barrio* or *municipio*.

2. Every such *barrio* should have a substantial schoolhouse. The material should be furnished by the government, the labor of construction by the *barrio*.

3. A graded system of uniform text-books should be supplied by the government—primary, intermediate and advanced—at the bare cost of printing, together with all other necessary facilities in the way of maps, globes, charts, blackboards, etc. This supply should be lavish, and should include a good course in the English language and literature.

A trained American teacher should be installed as superintendent of public instruction in each *municipio*. He should establish the necessary schools, supervise their operation, conduct classes in English and teachers' institutes, and be paid entirely by the general government of the islands.

This system would necessitate a bureau of public education and would cost some money; but it is very much cheaper than military suppression of Spanish-Malay insurrections. The schoolhouse means stability, law, order and intelligent appeal to judicial arbitrament instead of arms. From "Pressing Needs of the Philippines," by Major John H. Parker, U. S. V., in the *American Monthly Review of Reviews* for September.

IN THE SCHOOLS OF THE STATE

TEACHERS' INSTITUTES

SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
Oct. 22	Chautauqua	1	Lakewood	Sanford	Miss Collier	Miss Collier
" 22	Cattaraugus	2	Salamanca	Shaver	Miss Rice	Miss Collier
" 22	Schoharie	2	Richmondville	Williams	Miss Rice	Miss Collier
" 21	Chautauqua	3	Cassadaga	Smith	Miss Rice	Miss Collier
" 22	Schoharie	1	Middleburg	Hull	Miss Rice	Miss Collier
" 20	Rensselaer	2	Averill Park	Sanford	Miss Rice	Miss Collier
" 20	Rensselaer	1	Hoosick Falls	Shaver	Miss Rice	Miss Collier
" 20	Ulster	1	Kingston	Williams	Miss Rice	Miss Collier
" 20	Columbia	1	Germanatown	Smith	Miss Rice	Miss Collier
" 20	Dutchess	2	Rhinebeck	Hull	Miss Rice	Miss Collier
" 12	Onondaga	2	Marcellus	Sanford	Miss Rice	Miss Collier
" 12	Madison	2	Canastota	Shaver	Miss Rice	Miss Collier
" 12	Erie	1	Williamsville	Williams	Miss Rice	Miss Collier
" 12	Erie	2	Hamburg	Smith	Miss Rice	Miss Collier
" 12	Erie	3	North Collins	Hull	Miss Rice	Miss Collier
" 19	Onondaga	3	East Syracuse	Sanford	Miss Rice	Miss Collier
" 19	Albany	1-2-3	Altamont	Shaver	Miss Rice	Miss Collier
" 19	Oswego	3	Mexico	Williams	Miss Rice	Miss Collier
" 19	Monroe	2	Hilton	Smith	Miss Rice	Miss Collier
" 19	Niagara	2	Wilson	Hull	Miss Rice	Miss Collier

AT LARGE

There was a registration of 450,000 in the public schools of Greater New York, and the capacity of buildings is much overtaxed. The problem of room is a serious one.

Syracuse is vexed with the question of room to accommodate a large school population.

The Rochester *Chronicle* complains that "Rochester has been more or less affected by the delusion that free secondary education should be dispensed with." It adds that on this account the high school has been crippled, and hence that city has been put behind the times.

The Sunday school conferences at Cliff Haven, Lake Champlain, under charge of Mrs. B. Ellen Burke, were valuable in their consideration of the religious training of the child.

Cortland Normal school opens with an attendance of about 500.

The schools of Long Island have determined to make more of the study of local geography.

Prizes to high school pupils has been offered by the Sons of the Revolution of the State of New York for essays on the subject, "The French Alliance of 1778; Its History and Importance." Prizes consist of three medals, one of gold, one of silver, and one of bronze, as first, second and third. Competing essays to contain not more than 1900 words, or less than 1775 words. They are to be signed by non de plume, and accompanied by sealed envelope having non de plume written upon the outside and real name, grade, address, name of school, and a certificate of the principal of the school that he believes the essay to be original. All essays are to be mailed to secretary of Sons of the Revolution, 146 Broadway, New York City, before January 1, 1901. Writers confined to two upper grades of high school.

In spite of the fact that the standard of entrance at Hobart College has been raised, there is a larger enrollment this year than for many years.

Among new teachers at the Brooklyn Polytechnic Institute are: Dwight Ralston Little, a graduate of Williams College; Frank Church Dudley, of Amherst; Francis Xavier Carmody, of the University of Michigan; Miss Grace Benedict Tweedy, of Vassar; Miss Austana Loring Angell, of Wellesley; Irving Green, of the Albany Business College; Dr. James T. Gwathmey, of Vanderbilt University; Raymond Parsons Roberts, of Colgate University, and Henry G. Hartmann, of the Polytechnic Institute.

Eight hundred new volumes have been added to the library of the Brooklyn Polytechnic Institute, and many improvements have been made.

Miss Genevieve Andrews, of Seneca Falls, has been engaged as teacher of drawing at the Plattsburgh Normal School.

COUNTIES

Albany.—The Egbert High School at Cohoes opened under charge of Miss Kate J. Martin, no principal having been chosen in place of Prof. Thompson.—Miss Jean Dean Cole, a graduate of Mt. Holyoke College, has been appointed to teach

in the department of English in the Albany high school.—Miss Eliza Haight of Albany has been elected to teach Latin at Packer Institute, Brooklyn.—Miss Mary Fitzgerald, teacher of drawing in the Watervliet schools, died of pneumonia September 22. She had been a teacher in the Watervliet schools for several years, and was highly regarded.—Miss Belle Z. Van Der Warker has resigned from the staff of the Cohoes schools, after teaching continuously for thirty-one years.—Superintendent Blodgett of the Syracuse schools addressed the teachers and classes of the Albany training school September 27, on "Profession of Teaching." It is the intention of Prin. Franklin to secure educational men of note to address the school as often as possible. The address by Supt. Blodgett was listened to with great interest, and heartily applauded.—A monthly teachers meeting will be a new feature at Cohoes this year.—The department of literature and modern history of the St. Agnes school, Albany, will be under charge of Miss Andrews, former principal of Brvn Mawr preparatory school.—The coming meeting of the Hudson River Schoolmasters' Club, will be held at Albany, November 16 and 17. An evening session is to be held Friday, November 16, consisting of a dinner, Prin. J. G. Wight of the girls high school of New York City, to be the guest of the evening. Following this there will be a lantern slide exhibit of Paris and the Exposition of 1900, by H. L. Taylor, Rapporteur of Group Jury I., and personal reminiscences from the theme, "The funniest event in my school experience." The morning session of November 17 will be held in the senate chamber. An interesting and profitable meeting is looked forward to.

Broome.—Miss Florence I. Lewis of Binghamton, has been elected to a position in the Glens Falls school.—Miss May Mooney of Oneonta, has been elected to a position in the Fairview school, Binghamton.—Prof. George W. Pye, for five years the efficient principal of the Deposit school, has resigned his position to accept a very lucrative one at Rochester, where he will be principal of a large graded school. Prof. William L. Harris of Macedon Centre, N. Y., a graduate of Syracuse University, has been selected to take his place. He is a man of experience, and comes highly recommended.—Miss Edith Card has begun teaching at Tracy Creek.—Miss Jessima Ellsworth has resigned from the Lisle school to go to Cortland.—Wade Landfield of Deposit teaches the Conklin Forks school this year.

Cattaraugus.—A new teacher in the Salamanca schools is Miss Gertrude Shelp of Waverly.

Cayuga.—Miss Edith Palmer has resigned at Moravia to go to Spring Valley.—Miss M. E. Waterman has resigned her position in the Weedsport high school, and will enter a western college.—The board of education of Auburn have arranged to give the teachers of that city the benefit of a series of lectures, following the idea of the summer schools. The first meeting was held in September, Dr. W. R. Jewett, D.D., of Hamilton College, being the leading speaker. Mrs. Mary Rogers Miller of Cornell University also addressed the teachers.—Miss Minnie Bryne of Weedsport has been selected to be preceptress of Sennett school.

Cortland.—Prof. Thomas J. McEvoy, principal of the intermediate department of the Cortland Normal School, has resigned his position to accept one in the public schools of Brooklyn. He has been associated with the normal school for five years, and was esteemed an efficient teacher. He is a normal school and Amherst graduate.—The vacancy in the Central high school at Cortland, caused by the resignation of Miss May Knapp, has been filled by the appointment of Miss Mae A. Fuller of that city.

Chemung.—Prof. C. F. Walker, until recently at Canisteo, has been elected superintendent of the Elmira schools.—Miss Antoinette J. Foster, a graduate of St. Lawrence University, is the newly elected teacher of English at Elmira academy.

Chenango.—Miss Mary Devine of Norwich is a newly elected teacher in the schools of that place.—Miss Catherine Bolger has been advanced to the position of principal of school No. 1 at Norwich. She is a capable teacher.—Miss Grace Perry of Bainbridge has secured a position to teach in the Greater New York schools.—Miss Caroline Head, of Earlville, has been secured as preceptress in the Sherburne high school. She is a graduate of the Oneonta Normal School.—Miss Elizabeth Taylor, a Fredonia Normal graduate and Principal Mooney of Pitcher, a Cortland Normal graduate, were recently married.—Miss Florence Austen is teaching the Guilford Center school.

Chautauqua.—Owing to a large Swedish population in the city of Jamestown, the board of education have provided for teaching the Swedish language in the high school. A. J. Lannes, the talented editor of *Vart Land*, has been called upon as teacher.—Miss Irma Rickenbrode, a Fredonia Normal School graduate, has accepted a position in the Ripley school.—W. Glenn Penhollow of Cassadaga has been selected principal at Knapps Creek.—Ernest Luce, a Fredonia Normal School graduate, is the new principal at Ellington.—The third commissioner's district of Chautauqua county has a live Principal's Association with Prin. Geo. R. Raynor of Frewsburg, president.—Miss Clara R. Purdy, a graduate of Vassar College has been elected to teach in the Silver Creek School.—Former principal Frank S. Wilson of Sherman has been made principal of the Rome high school.—An athletic league of the schools of Chautauqua county, including Dunkirk, Westfield, Silver Creek and Sherman, has been reorganized. The following are the officers: President, P. K. Pattison, Westfield; vice-president, Prin. Evans S. Parker, Dunkirk; secretary and treasurer, G. G. Benjamin, Silver Creek. The league was formed last year. State Tax Commissioner Lester F. Stearns of Dunkirk presenting a silver cup to be competed for in all-around athletics.—Prin. Travis, an Ann Arbor graduate, began his first year at the head of the Sherman school.—Mary Kinner, graduate of Rockford, Ill. Seminary, is the new teacher of English and French in the Westfield high school.

Clinton.—Miss Viveia Clough of Addison, Vt., has been elected to a position in the primary department of the Peru school.—Upon recommendation of Supt. Chas. R. Skinner, Miss Elizabeth W. Bump, recently preceptress of the Nunda high school, has been appointed teacher of Eng-

lish in the Plattsburg Normal School. She is both a graduate of the Albany Normal College and Cornell University.—Prin. Van Arnam of the Mooers school has been called to Poughkeepsie, Vt., and will be principal of a graded school there.

Dutchess.—C. W. Townsend, formerly principal at Hunter, is principal at Tivoli, with a salary of \$1,200.

Essex.—An appropriation has been voted by the citizens of Ticonderoga for building a new school edifice at Weedville.

Erie.—About fifty Buffalo teachers spent vacation in Europe this year.—Miss Elizabeth Drake, a Cornell University graduate, has been appointed a teacher in the West High School of Buffalo.—Miss Alta Wiggins has been appointed director of physical culture and A. F. Newman, director of penmanship in the Buffalo schools.—Miss Elsie R. Engle has been chosen teacher of languages at Angola. She is a Cornell University graduate.—Mrs. Mae L. Kemp, a teacher in the Buffalo schools, was held up and robbed by a negro footpad recently, and in falling to the pavement was badly bruised. Every effort has been made to save her life.

Genesee.—Miss Lillie Montgomery of Indian Falls will teach this year at Pine Hill, near Buffalo.—Batavia tax payers have voted to supply the schools with free text books.

Greene.—The board of education of Catskill have selected Miss Katherine Slattery of Athens to teach in their high school.—Frank W. Hover of Greendale will teach at Laskato.—The Catskill Mountain Teachers' Association will meet at Windham, October 27-28. Prin. Samuel Taylor Johnson of Hunter is president; Thos. Colby, Jr., secretary. A profitable session is expected.—Miss Fanny O'Hara is teaching at Freehold.—The New Baltimore school has been made a union free school, Prin. Baker in charge.—In memory of his wife, W. L. Lawrence of New York City has given to Palenville a school building costing \$48,000.

Herkimer.—Miss Irene Mesick of Little Falls and Miss Elizabeth De Lany of Syracuse have been elected to positions in the Little Falls schools.—Little Falls has a fine new building.—The Barnes system of vertical writing is used in the Little Falls schools and highly regarded.—G. L. Bennett of Clayton is principal of the West Winfield school.—B. M. Robinson is at the head of the Jordansville school.

Jefferson.—Miss Nellie Dodge of Adams has accepted a position to teach at Shelter Island.—Prin. J. G. Peck of the Alexandria Bay high school has resigned his position on account of illness. He has been connected with the school for two years. Vice-principal Charles Bullson, a Potsdam Normal School graduate, succeeds him.—Frank A. Tisdale is the new superintendent of the Watertown schools.—Miss Belle Eigenbrodt of Ellington, Chautauqua county, has been elected to a position in the Carthage high school.—Miss Jessie Robertson of Canton has been elected to the position of preceptress in the Antwerp high school.—W. V. Graves of Champion has gone to Porto Rico, where he is employed to teach.

Livingston.—Miss E. Louise Bradley has been elected to a position as teacher of English in the Normal School at Geneseo. She has been a teacher at Amboy, N. Y.

Lewis.—F. A. Green has been made president of the Copenhagen board of education.

Monroe.—Fred H. Abel, formerly principal of school No. 5 at Rochester, has been advanced to a lucrative position in the high school.—The advocates of co-education in Rochester are much pleased that the necessary endowment fund has been raised and girls hereafter will be admitted to the University of Rochester.—Supt. Milton Noyes, of the Rochester schools, who was removed by the board of education on claim that he was hired to fill a vacancy, has obtained from Justice Nash a writ of certiorari to compel the board to review its proceedings, the legal view being that he was elected for a term of four years.—The board of education of Rochester have withdrawn their contribution to the Industrial School, and the women of the city have taken up the matter, and will run it out of their own resources.—The young ladies of the eighth grade of the union high school at Scottsville welcomed their new teachers, Miss Dora E. Covey, Miss Bessie Hughes and Miss Marion E. Barnes with a pleasant evening's drive and a corn roast.

Madison.—Miss Lucy D. Johnson of Peterboro has gone to Yorktown Heights, Westchester county to teach in the public school.—The *Casnovia Republican* asserts that trustees in the rural schools about Peterboro have been offering but \$5.00 and \$5.50 per week for teachers.—The Petersboro school began work with two new teachers, Roy B. Keeley, of Oneonta, principal and Miss Tibbits of Oneida, primary.—Howard F. Brooks of Onondaga county is the principal of the North Brookfield school this year.

Nassau.—The Lynbrook school has been made a full Regents' school.—There is a movement to establish a new school district in the town of Merrick.

Niagara.—Prof. J. E. Fitzgerald of this city has been advanced to the position of principal of the Central Grammar School of Warren, O.—Grace M. Alexander, who has been teaching at Florence, Mass., has been made the kindergarten teacher at North Tonawanda.

Oswego.—Miss Lena Gill's friends at Oswego are pleased over her appointment to an advanced position in the public schools of New York.—Miss Gertrude A. Shepherd has resigned her position as teacher of Latin and Greek in the Oswego high school.—The board of education at Oswego are considering the matter of adding a commercial course to the work of their high school.

Ontario.—Miss A. Quinn has accepted a position to teach at Littleville.—Miss Maude M. Ross of Canandaigua has been engaged to teach at Bristol.—Miss Harriet B. Scofield of Canandaigua has been engaged to teach at Medina. She is a Vassar graduate.

Onondaga.—Miss Anna Giddings of Baldwinsville has been engaged to teach in the kindergarten department of the Syracuse schools.—Miss Laura E. Osborne, a graduate of Syracuse University, has been made assistant preceptress at

Warner.—The coming year the pensioning of teachers of the Syracuse schools will go into effect. There is a retirement fund on hand for that purpose of \$16,500, which is augmented yearly by something like \$5,000. One per cent. of the salary of each teacher is given toward this fund. Half pay to retired teachers is guaranteed under terms of the law.—Miss Bessie L. Trayhern of Scottsville has been engaged to teach in the Skaneateles high school in place of Miss Gertrude Chapman, resigned.—Miss Ella May Markell of Jordan has accepted a position in the Warner school.—Miss Nettie Pool of De Ruyter is teaching as principal of the Delphi school.—Miss Mabel Allis has been made preceptress at Liverpool. She is a graduate of Syracuse university.—Frank K. Watson, a Princeton graduate, has been elected to a position in Mr. Jenner's preparatory school at Syracuse.—The teachers and former teachers of Prescott school, Syracuse, recently held a very pleasant re-union.

Otsego.—Miss Anne Matteson of Morris has been transferred from the greater New York schools to the Flushing schools.—Miss Marietta Prescho, recently of the Cuba high school, has been made preceptress of the Morris school.—Miss Una Jordan is teaching the West Edmeston school.—Paul Thayer, a Cooperstown high school graduate, is principal at East Springfield.—C. J. Marks is teacher of the South Valley school.—Chester Miller is principal at Garrettsville.—East Springfield academy has opened with Randolph Clark, B. A., principal. He is a graduate of Williams College.

Oneida.—Prof. Walter D. Wood, formerly principal of the Canisteo high school, has been chosen superintendent of the Raine schools.—Miss Nettie Wightman of Sangerfield has gone to New Jersey where she has a fine position to teach.—Henry Hughes of Remsen will teach this year in the Hilburne, Rockland county, high school.—W. R. Williams of Remsen has secured a position as principal of the grammar department at Hastings-on-the-Hudson.—Utica is confronted by the crowded school problem.—Miss Ruth Smith of Oneida Castle has been secured as teacher at Verona.—Mrs. Ida C. Clark of Clinton has accepted a position in the Passaic, N. J., high school.—Miss Katherine Livermore of Sangerfield has accepted a position as kindergarten teacher in Buffalo.—Miss Alice M. Hotchkiss has been elected teacher of history and algebra in the Utica high school. She comes from Middletown, Conn.—Miss Kate Hendricks of New Paltz has been engaged to teach in the Camden school.

Orange.—Miss Julia Van Deusen of Ithaca has been elected to a position in the Goshen high school, as teacher of music. She is a graduate of the Ithaca conservatory of music.

Orleans.—Albion mourns the death of Prof. Freeman A. Green, who was for twenty years superintendent of her public schools. Many are the testimonials to his worth.

Putnam.—R. A. Hall, Jr., of Monticello, is the principal at Farmers Mills.

Rensselaer.—Miss Bertha Lamb of Lansingburg has secured a position in a private kindergarten in Brooklyn.—Miss Florence Rhoddy of the school No. 9, South Troy, spent vacation in

Canada.—A \$5,000 annex will be built to school No. 1 at Troy.

Rockland.—Elmer E. French, A. M., who has conducted a prosperous private school at Franklin, N. Y., has opened a school at Nyack, to be known as the Rockland Institute and Military Academy. He brings with him an excellent corps of instructors, and opens with a good registry.

St. Lawrence.—Miss Margaret Sweeney of Potsdam has accepted a position to teach at Wilcox, Pa.—The new principal at Canton is a Hamilton College graduate, E. L. Mosher of Waterville.—Allen H. Knapp, who has made a great success of his work for four years in the Canton schools, has gone to Portsmouth, N. H., to assume the principalship of the high school there.—The following new teachers have been added to the Northern New York Institution for Deaf Mutes: Miss Krouse of Philadelphia, primary teacher; Miss Knowles of Dayton, O., kindergarten, and Miss Lawrence of Hermon.—Miss Beatrice Stepanck, preceptress of the Canton school, spent her vacation abroad.—Miss Florence Lichtenhan, principal of the Piercefield school, was drowned while boating. Miss Lapierre, a companion teacher, was saved with difficulty.

Steuben.—W. T. Palmer, former principal at Tonawanda, has taken Dr. Norton's place in the Bath school.—Miss Louise K. Smith has been made preceptress at Dansville.—Dr. Edwin Franklin Norton, principal of the Haverling high school at Bath, died September 23. His death removed an educator of considerable prominence in the county. He was known as a man of many noble attributes of character, and his influence had been deeply felt in the city.

Seneca.—Miss Emily Duff of Waterloo has gone to Garden City, L. I., to teach in the public school.—Miss Etta Rock of Waterloo has gone to Binghamton to teach in the public schools.

Schoharie.—Miss Edith Sherwood of Greenwood has been elected to a position in the Middleburg high school, and will teach Latin and Greek.—Geo. W. Finch has been engaged to teach the Dorlac school.—A new teacher in the Cobleskill high school is Grace I. Spencer, of Utica, a Vassar graduate.

Schenectady.—Miss E. Stockwell will have full charge of both teachers and pupils in the Nott Terrace school in Schenectady.—Prof. E. S. Noyes, instructor of history in the Union Classical institute at Schenectady, has resigned.—Leon Joseph Wayave, a graduate of Princeton College, has been appointed to succeed Prof. E. S. Noyes at Schenectady.—Miss Ella Miller has been appointed a teacher in the Nott street school at Schenectady.—Dr. Frank M. McMurray of Columbia University recently addressed the teachers of Schenectady. It is the purpose of Superintendent Howe to have a series of talks by prominent educators.

Saratoga.—Miss Edith Esseltyn of Ballston has resigned her position in the high school to accept one in New York City.—D. J. Tynen, a prominent citizen of Saratoga Springs, and a member of the school board, died September 22. His death is deeply regretted.

Schuyler.—Miss Eleanor Burge of Odessa has been secured to teach in Cook Academy at Burdett. She is a Cortland Normal School graduate.

Sullivan.—Prin. D. D. Taylor, for several years at the head of the Callicoon school, has been elected principal at Mt. Hope.

Suffolk.—The Sag Harbor school building has been thoroughly repaired and refurnished.—Samuel L. Parrish of Southampton has offered three generous prizes for the best work done in elocution by pupils in the high school the coming year.

Tioga.—The Barton school has secured Wilbur F. Saxton, of Oneida county, as principal.

Tompkins.—Jay Miller is teacher of the North Lansing school.

Ulster.—Under Supt. Ryon, the Kingston schools are reported to be in the best condition they have ever been.—Miss Anna Morgan, teacher of drawing and physical culture at the New Paltz Normal School, has been obliged to resign on account of ill health. Her departure is much regretted.

Warren.—Miss Clara B. Andrews, a graduate of Middleburg College, is the newly elected preceptress at Warrensburg.—Miss Mary E. Laughlin of Fort Edward has been elected to a position in the Warrensburg school.

Westchester.—Miss K. Louise Tanner of Cortland has been elected to teach drawing in the Tarrytown school.

Washington.—The death of Miss Agnes McWhorter, for several years a teacher at Granville, is deeply regretted.—Miss Bertha Holbrook, a former teacher in the Granville union school, will take a year's study at Yale.

Wayne.—Miss Eva Chaddock of Clyde has been elected to a position in the Glens Falls schools.—The death of Miss Anna Gordon of Clyde, is much regretted. She was a teacher in the Packer Collegiate Institute of Brooklyn.—A dearth of teachers for district schools is reported in Wayne county.—Clyde high school opened with an enrollment of seventy-three foreign pupils.

Yates.—The schools of Penn Yan open under most favorable circumstances. Supt. Jay Crissey enters upon his third year of most efficient work. F. C. Wixson, a graduate of Cornell University, has been secured to teach mathematics and science. Mrs. Lizzie Lowell Hammond, a graduate of Syracuse University, and a woman of scholarly attainments, will be preceptress, and teach Latin and Greek.—Miss Gratia Stebbins of Rushville has gone to Greenwood, N. C., to teach school.

GREATER NEW YORK

The following named appointments to state scholarships at Cornell University have been made from Greater New York: Charles W. Everson, Alfred J. Horowitz, Joseph Ziporkes, Jacob Klinkowstern, Sigmond Epstein, Duncan G. Stanbrough, Frederick Task, Walter S. Hennessee, Max Slutsky, Alfred E. Budell, Abraham L. Caesar, Jay B. Odell, Clarence B. Oberndorf, Harry Aranow, Edward D. Bryde, Henrietta

Neuman, Hyman Climenk, Norman Goodwin, George M. Levitas, Aaron Weller, Morris Levin, Robert W. Rogers, Alfred David, James A. Wilsey, Robert S. Fowler, David Lazarus, Arthur S. Unger, Julius P. Lippschitz, Charles Hyman, Ethel Rollins, Moritz Kahn, Charles H. Dorn, Henry Ulysses Robinson, Joseph Dirocco, Abraham Fine, Sara McD. Gaither, Jeannette M. Wick, William P. Allen, Frank H. Richardson, Jacob M. Goldberg, G. S. Levin, Andrew C. F. Troy, Carl W. J. Fuchs, Alfred E. Mudge, Jr., George Rucker, Charles F. Fitter, George H. Potter, William Lewis, Harry F. Pieper, Robert C. E. Dennett, Henry J. W. M. Baldwin, Phillips H. Mallory, Joseph Slavitt, Charles L. Rand, Sydney Steiner, Carroll L. Nichols, Avice M. Watt and John W. Knapp.

Manhattan.—Beginning with October and lasting until April, there will be a school term of free evening classes of the General Society of Mechanics and Tradesmen. The course of instruction embraces architectural, mechanical and free-hand drawing, elementary and advanced clay modeling, mathematics and physics. It is the aim of the school to afford young mechanics, employed, opportunity to study subjects bearing upon their work.—President Miles O'Brien advocates appointment of school janitors through civil service.—Much sorrow is felt over the death of Miss Annie Hoffman, former principal of school 69. A large number from the schools and board of education attended her funeral.

Brooklyn.—Miss Florence Bristow has been appointed to the French department of Packer Institute.—Dr. J. B. Chittenden will take the place of Prof. Rufus Sheldon, who resigned as teacher of mathematics at the Polytechnic Institute.—Elmer H. Stall has been appointed head of the department of English literature at Adelphi Institute.—A course in art metal work has been added to the Pratt Institute, including chasing, engraving, die-sinking, and enameling.—A course in music has been added to the Polytechnic Institute.—The school board of Brooklyn has asked for \$5,253,000 for teachers salaries in that city.—Special cars are provided for carrying Brooklyn's school children who live at a distance from schools.—The problem of overcrowded schools in Brooklyn is one engaging the best ability of the authorities to solve. All kinds of suggestions have been made to them. There is now a large number of children excluded, but it is expected that this will soon be partially remedied.

Queens.—The public schools of Queens Borough have this year opened under regulations abolishing the color line. The negro school, heretofore separately maintained has been abolished, and the negro pupils will henceforth be distributed among the different ward schools.

AMONG THE COLLEGES

CORNELL UNIVERSITY.

C. I. Halsey, Cornell 1900, has been appointed superintendent of schools at Coudersport, Pa.

K. C. Davis, Ph.D., Cornell '00, has been appointed to the professorship of botany and zoology in the St. Cloud, Minn., Normal College.

The Delta Upsilon fraternity will hold its annual convention with the Syracuse Chapter, October 18th and 19th.

Prof. Barr has returned to his work in Sibley College, after a year's absence.

Miss Ida Ross, Cornell '98, has been appointed teacher of mathematics and science in the Nyack high school.

Miss Winifred M. Bristol, '97, has been appointed head of the science department of a Memphis, Tenn., private school.

COLGATE UNIVERSITY.

The first thing that returning students noticed at the opening of the college this year was the improvements that had been made on the campus during the summer vacation. There had been much improvement of the roads and paths. Whittall Athletic Field was much nearer completion than it was when college adjourned, and the grading about the new president's house had been completed. These changes add greatly to the appearance of the campus.

Promptly with the opening of the college the foot-ball men began work under the coaching of J. C. Short, who played on the Cornell team last year. The efficiency of Mr. Short's coaching is seen by the result of the first game of the season, which was played with Cornell at Ithaca on September 26, and resulted in a score of 16 to 0 in favor of Cornell. The score last year was more than twice as large.

An interesting meeting was held at Eaton Hall on Monday evening, September 24, in recognition of the twenty-fifth anniversary of the appointment of Prof. William Hale Maynard and Prof. Sylvester Burnham to the faculty of the University. President Merrill opened the exercises with some graceful remarks of greeting, after which addresses were delivered by the Reverend Giles H. Hubbard, D.D., of Auburn, and Prof. John Anderson of the University. Responses were then made by Professors Burnham and Maynard, after which the entire company was entertained socially at the president's house. Colgate is fortunate in having several professors who have served the University many years and who still have many years of good work before them. In addition to Professors Burnham and Maynard, Prof. James M. Taylor, of the college, has taught over twenty-five years, and Prof. Newton Lloyd Andrews, of the Department of Greek Language and Literature, has taught over thirty-five years. With these should be mentioned also Prof. Eugene Pardon Sisson, who has been a teacher of mathematics in Colgate Academy for about twenty-five years. Wherever there are Colgate students the names of these men are held in honor.

The vacancy in the Department of Physical Culture caused by the resignation of Dr. George W. Banning has been filled by the appointment of Prof. Ellery C. Huntington. Professor Huntington is a pupil of Dr. Hitchcock of Amherst, and has had twelve years of successful experience in teaching the subject.

At their meeting in June the Board of Trustees established a new Department of Pedagogy in this institution. The work will be in charge of Dr. M. S. Read, of the Department of Philosophy. The proposed course has been inspected by a representative of the Department of Public Instruction and has been approved by him. This

new department has been urgently needed by our students for several years, and its establishment has been received by them with great satisfaction.

BROCKPORT NORMAL SCHOOL.

The school opened with practically its usual number of students. The increased difficulty of entrance examinations and the lengthening of the English course to four years, has made an increase, a thing not to be expected.

Of the students entering the school this year, sixty-two per cent. are high school graduates. This is gratifying as showing the rapid movement in the direction of requiring these qualifications for the students entering the normal school.

This school begins the single session plan this year. It is already in satisfactory operation. The result has been that only twenty-nine per cent. of all students are held every afternoon in the week, and then only for laboratory work, physical culture or practice in the grades. The arrangement allows students to get away on the afternoon trains with much less loss of time than heretofore.

The new courses of study introduced in all the normal schools of the state have been very successfully inaugurated at Brockport. The change from the old to the new courses was made with little difficulty, and all agree that the new courses are much more scientific and evenly balanced than the old.

The institutes have already begun to draw upon our teaching force, and a considerable number are away every week or so.

Work on the new practice school is progressing satisfactorily. The building when completed will give as well arranged a practice school as can be found in the country.

The teaching force of the school has been materially changed this year. A half dozen new members have been welcomed to the faculty. In connection with this change have been several improvements in the work of the practice school.

ASSOCIATION OF SCHOOL BOARDS

The annual meeting of the State Association of School Boards, of which H. Ernest Schmid, M. D., of White Plains, is president, and Harlan P. French of Albany, cor. sec'y, will be held in the Hall of the Board of Education, Park avenue and 59th street, New York City, October 17th, 18th and 19th, 1900. The Superintendents' Council annual meeting will take place at the same time and place.

An earnest plea is made by the president for a full attendance at this meeting, and that all will be ready to discuss live questions of school administration, being prepared both to ask and answer such.

PROGRAM.

WEDNESDAY, OCTOBER 17TH.

Afternoon Session, 2:30 o'clock.

Address of welcome by Hon. Miles O'Brien, president of the New York Board of Education, given to the Council of Superintendents and the Association jointly. Address:—"The relation of

Educational Boards to Educational Progress," Hon. Charles R. Skinner, State Superintendent of Public Instruction. Paper:—"Women on Educational Boards," Mrs. Helen M. Greenhow, Hornellsville.

THURSDAY, OCTOBER 18TH.

Morning Session, 9:30 o'clock.

"Prison-made Furniture," W. A. Choate, Brookview; "Voice Culture as applied to School work," Dr. Myron D. Jewell, Geneva; "The Paris Exposition in its Educational Aspect," A. T. Schaeffler, New Rochelle; "The Relation of the Home to the School," Dr. H. Ernest Schmid, White Plains.

THURSDAY, OCTOBER 18TH.

Afternoon Session, 2:30 o'clock.

"The High School and College Entrance," Joseph Beal, Oneida; "The Compulsory Education Law in a Union Free School District," Benjamin Hammond, Fishkill; "The Position of School Boards with reference to the Compulsory Vaccination Law," Dr. G. W. Miles, Oneida; An address by Mr. H. Brewster Willis, President State School Board Association of the State of New Jersey.

SUPERINTENDENTS' COUNCIL

The eighteenth annual meeting of the Council of School Superintendents of the State of New York, was held at the Hall of Education, New York City, October 17th, 18th and 19th. The program was as follows:

WEDNESDAY, A. M.

The School year in the Rural Community.

a. How many weeks should school be in session?

b. Should the long vacation be in Midsummer or Midwinter, or partly in each?

What shall be done with teachers that are permanently semi-efficient?

P. M.

Address of Welcome, Hon. Miles O'Brien, President Board of Education, New York.

Business Education in Public Schools.

a. In High Schools.

b. In grades below the High School.

The Course of Study in the High Schools.

Separate Class Rooms versus Study-halls and Recitation-rooms for High Schools.

THURSDAY, A. M.

The Length of the Elementary School Course.

a. Should it be seven, eight, or nine years?

b. Should it be uniform throughout the state?

The Basis of Promotions in Elementary Schools.

Report of the Committee on Legislation, Charles W. Cole, Chairman.

P. M.

A series of Ideal Courses of Study—their elaboration.

Vertical or Slanting Writing.

Free Text Books.

a. In the High School.

b. In the Grades below the High School.

How can City and Village Superintendents best co-operate with school commissioners?

Election of officers and selection of a place for next meeting.

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FRIDAY, A. M.

The plan of Individual Instruction in Schools.
Unification and Condensation of School Reports.
The Teaching of Patriotism.
The Parent and the School-room.

SUPPLEMENTAL.

The following topics were suggested for discus-
sion in addition to or in place of topics placed
on the regular programme, at a discretion of the
Council.

School Hygiene.
Protection of Birds.
Nature Study.
Half-day classes.
Manual Training.
Free Supplies, how used efficiently and econom-
ically.

Compulsory Education.
Literary Societies in High Schools and in
Elementary grades.

The officers of the Council were: J. Irving
Gorton, president; George Griffith, vice-presi-
dent; Edwin S. Harris, secretary and treasurer.

AMUSING SICK CHILDREN

It will pay educators and mothers of families
to preserve a set of the interesting articles con-
tributed to THE DELINEATOR by Lina Beard, sister
of Dan Beard, the famous cartoonist. These
articles, written and illustrated by Miss Beard,
deal with amusements for sick children, showing
how fun and pleasure for the little ones can be
obtained by providing them with cones, thorns,

thistle-down, etc. These articles are really
exceedingly clever. . . . The October number of
THE DELINEATOR, in addition to Miss Beard's
article and the eighty or more sketches of pres-
ent-day styles, which are prominent features of
the magazine, contain twenty other valuable con-
tributions. For thirty years it has been trusted by
American women for guidance in home dress-
making and home management.

BOOK NOTICES

SALLUST'S CATILINE. Edited by J. W. Scudder,
Albany, N. Y. Allyn & Bacon, Boston. 12 mo.
Cloth. Price \$1.00

The fact that a number of parallel passages
from Cicero's Orations are included in this edi-
tion of Sallust's Catiline should make it a popu-
lar one, not alone because of its novelty, but also
on account of the pedagogical worth of such an
arrangement. Then too the American Philologi-
cal Association recommends that Sallust be read
in the preparatory school, and this recommenda-
tion has been adopted by the National Teachers'
Association.

Every available German, English, and Ameri-
can commentary on Sallust has been consulted in
the preparation of the notes.

A collection of the epigrams of Sallust has
been included, in the hope that at least some of
them may be memorized,—a practice of our
fathers, which (as the author declares) may be
revived to great advantage in our day.

ENGLISH GRAMMAR. James M. Milne, Ph. D.
Silver, Burdett & Co., New York. 374 pp.
Cloth.

The keynote of this text-book is struck in the
quotation given on the title page from Shairp.
"For my aim is not so much to say things that
are new, as things that are true." And in an
instructive preface the author declares that it is
assumed to be for the use of those who can speak
and read the English language; hence much
usually found in books on English grammar has
been omitted.

The author, the widely known and scholarly
ex-principal of the Oneonta, N. Y., normal school,
declares the purpose of the book to be,

1. A work purely grammatical, in method and
in facts emphasized. 2. Emphasis to language
study through the wealth and variety of illustra-
tions used in the development and elucidation of
grammatical facts. The aim of the book in a
word is to emphasize the practical rather than
theoretical side of grammar; to place the empha-
sis on the process of reaching conclusions rather
than on memorizing them; to magnify the spirit
of power rather than the spirit of acquisition.

The arrangement of the subject matter of the
book is based on the natural order of presenta-
tion,—that the pupil should not be encumbered
with technicalities before he has use for them;
that the same subject must be noted in different
relations and observed by repeated views before
it can be thoroughly grasped.

The subject of false syntax is omitted, while
there are added as appendices chapters on Word
Building, History of English Language and Pros-
ody in accordance with the recommendation of
the Committee of Fifteen.

The book is wealthy in apt and progressive illustration and in completeness of treatment. The side headings strike us as an improvement that add materially to the usability of the book.

Recognition of the merit of the American School System of Calisthenics was given recently at the Paris Exposition where an exhibition of moving pictures showing classes in gymnastics, grace hoop, ball game, etc., both surprised and delighted the educational representatives of foreign nations.

The interest aroused by these pictures is shown from the fact that Russia is sending one thousand teachers to study them and the system they represent. The French Minister of Public Instruction is bringing the teachers of the common schools and Lycees, and the other European nations through their representatives are becoming familiar with what the Americans can offer as an improvement on their own methods.

The work of Miss Jessie H. Bancroft, Director of Physical Training in the Public Schools of Brooklyn, N. Y., received special commendation, one-third of the entire exhibits of pictures being illustrative of her system.

Her admirable methods are now brought before the American public in her book *Free Hand Apparatus Gymnastics*, a work of 298 pages and 237 photographic illustrations, just published by D. C. Heath & Co., Boston.

ONE THOUSAND PROBLEMS IN PHYSICS. By William H. Snyder, A. M., and Irving O. Palmer, A. M. Ginn & Co., Boston.

This set of problems is intended to supplement the lecture and class room work in physics by giving an opportunity to apply the laws and principles there discussed. It also furnishes concrete material for a review of many processes in arithmetic, algebra and plane geometry. None of the solutions require higher mathematics. All

the problems have been carefully graded and the solubility determined.

In an appendix have been placed tables of physical constants and copies of the Harvard Entrance Examinations for the past ten years.

THE SCHOOL SPEAKER AND READER. By William DeWitt Hyde, President of Bowdoin College. Ginn & Co., Boston.

This is composed of short, bright, rousing, telling speeches, essays and verses, simple in style, interesting in matter, well within the appreciation of the child, yet adapted to make a man of him. The ways of bird, beast and fish, the delights of farm, stream and forest are portrayed by such lovers of nature and masters of literature as Bolles, Burroughs, Seton-Thompson, Beecher, Du Chaillu, Van Dyke, Tennyson, Wordsworth and Shelley. A hundred or more selections from Parkman, Irving, Franklin, Lippard, Everett, Webster, Lincoln, Brooks, Fiske, Higginson, Bryant, Emerson, Holmes, Whittier, Longfellow, Miller, Read, Lowell, Lincoln, Curtis, Phillips, Grady, Garfield, Depew, Bret Harte, Walt Whitman, Blaine, Phelps, Lodge, Hoar and Roosevelt present the leading men and events in American history from Columbus to the Spanish war.

The preface suggests to teachers how to make reading and speaking the natural, enjoyable and profitable exercise it ought to be; and pleads for a restoration of its rightful prominence in the school curriculum.

"A HISTORY OF ENGLAND." By J. N. Larned, formerly Superintendent of the Buffalo Public Library, is published for schools and academies by Houghton, Mifflin, Boston, and contains topical analysis, research questions and biographical notes by Homer P. Lewis, principal of the English High School, Worcester, Mass. An interesting geological and ethnological sketch of Great Britain introduces the general work showing how largely the situation of the

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island, separated from the continent, its climate, harbors and rivers, as well as its resources, affected its future history. The prehistoric races to the time of Cæsar and the abandonment of the country by the Romans are carefully traced, and following these the invasions of the Danes and Normans and the development of the English people through medieval years, and the gradual growth of the English constitution with the territorial expansion of the British Empire. The topics and review questions are suggestively arranged and maps and general illustrations are carefully placed to fix and brighten the text of the work. There is also a survey of general history in Europe during the several centuries pointing out the relations between England and the continent. The work is attractively, as well as carefully prepared, and is calculated to meet with favor especially in High School study.

MAURY'S NEW GEOGRAPHY. Maury's Geography has been completely revised and re-edited by the University Publishing Co.

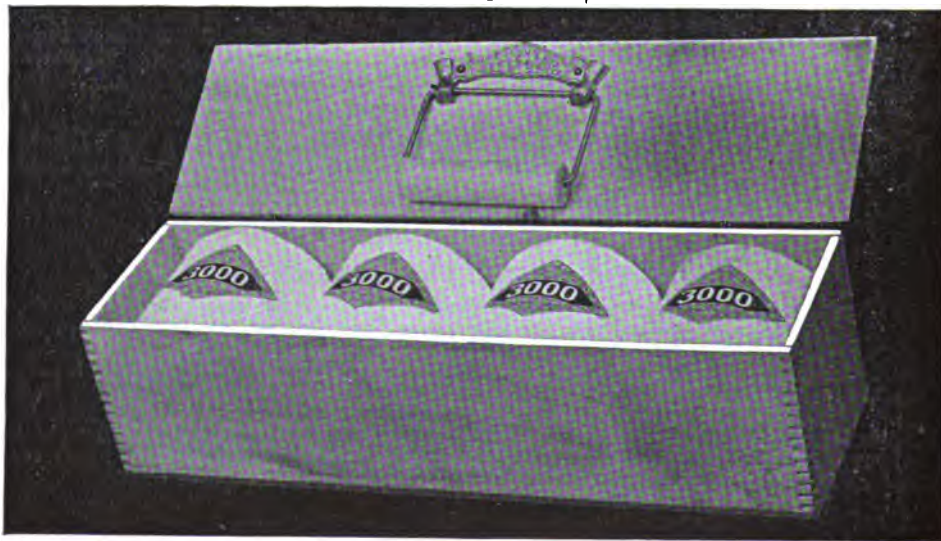
The new edition, which is fresh from the presses, will be received with particular interest in the schools. The new maps and illustrations of which some of the latter are in several colors, freshen up the whole work. The illustrations have been selected with special care from the latest photographs, and the best which could be secured

for typical application to the text. They represent a large variety of scenes, some of which are entirely new in their character in school geographies. A conspicuous instance is the composite photographs representing the several races of men. That of the Malay is said to be Aguinaldo, while that of the Caucasian looks as if it might be a composite of President McKinley, Dr. Draper and President O'Brien of the Board of Education. Maury's reputation was not merely as a geographer, but as a scientist whom every nation of Europe honored with degrees. At the suggestion of Humboldt, Prussia duplicated for Maury the Cosmos medal which had been given to Humboldt. His plan of presenting the simplest form of a story with interesting facts has been maintained throughout, and it imparts to this whole work that peculiar charm which has always made Maury's geography a popular text book in the schools.

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CONTENTS FOR NOVEMBER

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The Relation of Commissioner to the Teacher	DR. JAMES S. COOLEY
Teaching Arithmetic.....	ELLA F. MORAN
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The Story of Flax	School Education
First Year Number.....	Intelligence
Miscellaneous.....	
Rural Schools—An Agricultural Course	School News
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No. 3

HOW TO MAKE OBSERVATION VALUABLE FOR PUPIL-TEACHERS

PROF. M. A. BAILEY, TRAINING SCHOOL, NEW YORK CITY (MANHATTAN)

CERTAIN propositions universally admitted may be regarded as established:

1. A training school should provide courses in the science of teaching and in the art of teaching.

2. The science of teaching comprises psychology, methodology, school economy, and history and philosophy of education.

3. The art of teaching comprises observation work and practice work.

4. Both observation and practice work should be done in schools conducted under ordinary school conditions. Schools for observation and schools for practice should be separate in both purpose and organization; no model school should be at the same time a practice school.

5. The province of observation is to afford the pupil-teacher an opportunity to learn the actual problems of ordinary school-rooms, to observe how experienced and successful teachers solve these problems, to determine for himself their best solutions, and to receive competent advice and supervision.

6. The province of practice is to afford the pupil-teacher an opportunity to take the full charge of an ordinary school-room in which the children and himself are the only occupants, and to consult with a competent

and friendly critic in regard to all questions which may arise.

7. No training course should be for a period less than two years.

Observation may be made valuable by arrangements whereby the pupil-teachers of a training school may observe in the public schools of the locality.



PROF. M. A. BAILEY.

The training schools of the State of New York embrace normal schools, colleges with pedagogical departments, high schools and academies having training classes, and city training schools. The normal schools are organized with model departments, usually including all the grades from the primary through the grammar departments, in which the classes are taught almost entirely by pupil-teachers under the supervision of the director of training or of critic-teachers. The extent to which observa-

tion is carried depends upon the size of the class in the normal department, as only a limited number can teach while the remainder must observe the work. Thus, observation is closely confined to the work of the pupil-teachers, though the director or the critic-teachers occasionally conduct a model lesson. In two or three normal schools either through common consent or by special act, the pupil-teachers practice in the

common schools of the city or village in which the normal school is located. It is generally admitted, as required by the fourth proposition, that pupil-teachers should not observe the work of pupil-teachers, or that there should be both an observation school and a practice school connected with each institution. This seems to be the ideal which all are striving to realize. In the report of the State Normal College at Albany for 1898, this sentiment is voiced. "The proper equipment for such an institution as this requires both a model school and a school for practice. The model school should be taught by teachers who have had special training and who have special aptitude for the work they are doing. The pupils in the normal college, before they begin their teaching, should observe these model teachers until they have acquired by observation a good knowledge of the best methods of managing classes and dealing with troublesome pupils."

Columbia University in its pedagogical department, the Teachers College, has realized the fourth proposition more fully than any other college, by the establishment of separate schools of observation and practice. In the school for observation, the Horace Mann school, each grade is taught by an experienced teacher; in the school for practice, the experimental school, the greater part of the instruction is given by pupil-teachers. In the former, the tuition is very high; in the latter, it is free. Though ideal in many respects, this arrangement does not secure the same conditions that prevail in the ward schools of New York City, because the pupils of the observation school belong exclusively to the families of the wealthy. Children attended by servants who ride to school in cabs and carriages do not offer the same problems as children representing the families of all classes.

Observation may be made valuable by proper supervision of pupil-teachers in the training school, by employment of expert model-teachers in the observation school, and by extension of the training course to two years.

High schools and academies having training classes, with the exception of a few private institutions, have made arrangements for their pupil-teachers to observe in the public schools. No difficulty has been experienced because the same authority controls both the higher and the

lower departments. The same is true of the city training schools. The pupil-teachers observe to some extent in the regular grade classes under normal conditions, but there is great diversity. In the New York Training School for Teachers, the pupil-teachers observe for twenty-six weeks in the ward schools and then, under pay of the city, practice twenty weeks as substitutes wherever they are needed. During this entire period, they are under the close supervision and criticism of the training school. In some, a half year is devoted entirely to practice work in one of the ward schools, the pupil-teachers being required to be on hand early in the morning, to take charge of the pupils as they enter, to submit plans for the day, and to conduct classes under the direction of a competent critic-teacher. In others, the observation and practice work is carried out in connection with the regular recitation work and is distributed throughout the course.

In his report for 1898, Inspector Maxon says, "In many of the schools the course connected with observation and practice receives fairly satisfactory attention, while in others very little or no benefit is derived from it. There are at least two reasons for this partial failure, one of which is the absence of competent supervision. Observation to be of use must not only include an intelligent appreciation of the conditions of the school, but the observer must have the ability to grasp and comprehend the underlying principles and causes which have produced these conditions, and the young person new to the work needs, at the time, the oversight and direction of a competent teacher with wide experience in school management. The second cause is, that in many instances Boards of Education have been careless or unfortunate in the selection of the teachers for the grades and consequently the work in some schools is of such a character that the less the members of the training classes see of it the better it will be for them." In the same report, Supervisor Downing states a third reason. "I am fully convinced that the course for city training schools should not, under any circumstances, be less than one and one-half years, and that two years is none too long a time in which to cover the work required."

Observation may be made valuable by a written statement from the model-teacher

or the director, of school problems to be solved, and by written reports of each exercise from the pupil-teachers.

The first province of observation (see proposition five) is to afford the pupil-teacher an opportunity to learn the actual problems of ordinary school rooms. Some of the major problems are: (1) *The requirements of the course of study*—the logical development of each subject, proper correlation; (2) *The problem of the recitation*—the grade, advancement in grade, number of pupils in class, their age, their sex, their nationality, the subject of the recitation, its aim, whether in advance or in review, its conduct. Some of the minor problems are: (1) *The environment of the pupils*—light, heat, ventilation, arrangement of furniture; (2) *The class movements*—passing in and out of the school-room, disposition of wraps, passing to the black-boards, position for written work for oral work and for rest; (3) *The class organization*—taking and learning names of pupils, keeping of records, seating of pupils; (4) *The preservation of order*—kind of order, treatment of children disposed to interfere with others, incentives, punishments; (5) *The character of the pupils*—their intellectual condition, their home and social life, classification of pupils into those who are leaders, those much above and much below the average.

The director of training will propose these problems in the order which seems most fitting, presenting them when possible at the time they are being discussed in the science of teaching. Their conditions could be learned by the pupil-teachers by observation and questioning, but this plan would cause the loss of time and effort. Some should be furnished by the model-teacher and some by the director of training; some should be learned from the science of education and some by direct observation. The director, therefore, should place in the hands of the pupils on the day before the observation a statement of the requirements and of some of the conditions of the problem which is to be solved.

The second province, is to enable the pupil to observe how experienced and successful teachers solve these problems. Without preconceived notions, he will be able to make no comparisons and will derive little benefit from the observation. To make sure that he has a plan for their so-

lution in mind, he should be required prior to the observation, with the problem clearly before him, to answer in writing questions proposed by the director. No one set of questions would suffice because the problems are difficult. The preparation, however, of a separate set for each problem will not be onerous if a proper classification is made. After the observation, the pupil-teacher should be required to make a second report that he may have before him his own solution and the observed solution. The third province is to enable to pupil-teacher to determine for himself the best solutions. This necessitates a third report in which the results of the comparison of the first two shall be written. The three may all be placed upon the same paper and passed to the director as a single report.

To illustrate, if the director decides to present the problem of "the environment of the pupil," he will post the assignments for observation, state the subject, give the names of the heating and ventilating systems of the rooms to be observed, and ask for answers to these three sets of questions:

FIRST SET — BEFORE OBSERVATION.—1. Describe an ideal school-room—number and relative positions of doors and windows, position of black-boards, arrangement of desks, chairs and other furniture. 2. From how many sides of the room should light be admitted? How should the pupils be seated with reference to the windows? How should the light be shaded? 3. What should be the temperature? Should there be a thermometer in the room? How high from the floor should it be placed? Describe a good system for heating.

SECOND SET — AFTER OBSERVATION.—1. Describe the school-room observed. 2. From how many sides was light admitted? How were the pupils seated with reference to the windows? How was the light shaded? 3. What was the temperature? Where was the thermometer hung? Describe the system of heating. 4. Did the air seem pure? Describe in detail the system of ventilation.

THIRD SET — AFTER OBSERVATION.—1. How do you modify your original views in regard to question 1? to question 2? to question 3? to question 4? 2. What questions arise?

For the "problem of the recitation," the

model-teacher's report and the three sets of questions may be:

MODEL TEACHER'S REPORT. Mary L. Brown; Public School No. 159; room No. 16; 3rd grade; Jan. 3, 1900; arithmetic; 40 pupils; average age 8 yr.; girls; mostly Italians; have mastered course of study to multiplication of fractions; an advance lesson on multiplication or fractions; children have no book; have made no preparation; inductive method will be used in presentation; 20 min. for exercise.

FIRST SET—BEFORE OBSERVATION.—1. What is the exact subject and the scope of the exercise? **2.** What knowledge directly leading up to the topic do the children possess at the beginning of the lesson? **3.** What mental steps must be taken by the children to pass from their condition of knowledge at the beginning of the exercise to what is required at the close? **4.** What means must be used to induce these steps?

SECOND SET—AFTER OBSERVATION.—1. What was the exact subject and the scope of the exercise? **2.** What knowledge did the children possess at the beginning? **3.** What mental steps did the children take? **4.** What means were used to induce these steps?

THIRD SET—AFTER OBSERVATION.—1. Compare your two reports and state your conclusions. **2.** What questions arise?

All recitations may be properly classified as advance lessons, review lessons for drill, and review lessons for examination. The reports for each kind will be different. Thus, had the model-teacher stated that the lesson would be a drill exercise, the sets of questions would have been:

FIRST STEP—BEFORE OBSERVATION.—1. What is the special purpose of the drill? **2.** What teaching devices would you employ? **3.** What plan of questioning and answering would you use? **4.** How would you present the old knowledge in new forms?

SECOND SET—AFTER OBSERVATION.—1. What seemed to be the teacher's purpose in the drill? **2.** What devices did the teacher employ? **3.** What plan of questioning and answering? **4.** How did she present the old in new forms?

THIRD SET—AFTER OBSERVATION.—1. What conclusions do you reach after a comparison of your outline with the work observed? **2.** What questions arise?

If the teacher had reported an examination, the sets would have been:

FIRST STEP—BEFORE OBSERVATION.—1. Is the object to discover information, power, skill, or all combined? **2.** What plan of conducting the examination would you adopt? **3.** State the questions which you would ask. **4.** How would you treat failures?

SECOND SET—AFTER OBSERVATION.—1. What seemed to be the teacher's object? **2.** What plan of conducting the examination did the teacher adopt? **3.** What questions did she ask? **4.** How did she treat failures?

THIRD SET—AFTER OBSERVATION.—1. What conclusions do you reach after comparing your outline with the work observed? **2.** What questions arise?

Instead of the whole problem, the director may propose some phase, as the inductive presentation of a topic:

FIRST SET—BEFORE OBSERVATION.—1. What is the exact topic of the lesson? **2.** Present the lesson inductively, using the five formal steps of the Herbartians: *a*) Preparation, *a*) Presentation, *c*) Comparison, *d*) Generalization, *e*) Application.

SECOND SET—AFTER OBSERVATION.—1. Present the lesson as you observed it.

THIRD SET—AFTER OBSERVATION.—1. Compare your outline with the presentation observed and state your conclusions. **2.** What questions arise?

The ideal plan calls for two recitations a week and a general meeting once a week with the director in training or with the head of some department. The model-teacher should make no change of plan on account of the visitors and should have no extra work except the making out of reports a day in advance for the director. A class of one hundred and twenty observers may be accommodated without inconvenience in a model school of nine rooms. They may be divided into four sections of thirty each; each of two sections may observe for a recitation period on Mondays and Wednesdays, each of the other two sections may do the same on Tuesdays and Thursdays. This plan will assign three pupil-teachers to each of six rooms and four to each of three rooms; the model-teacher's attention will be occupied only two periods, four days in the week.

Observation may be made valuable by the use of proper questions on the blanks to be filled out by the pupil-teachers.

The kinds of questions suggested above, even if they are not presented in sets of

three, should be substituted for the following which are widely used.

OBJECT. What was the object of the exercise? Did the pupil clearly understand the object? Was the teacher persistent in her purpose? Was the object fully accomplished?

MATTER. Did the recitation include all the matter assigned for the lesson? Did the teacher introduce proper collateral and supplementary matter? Was the lesson of proper length? Was it adapted to the class? Did teacher and pupils use appropriate language? Was there evidence of proper care in pronunciation and spelling? Was the writing satisfactory? Did the teacher test all the pupils?

METHOD. Was the method clear, natural and logical? Did it properly lead the pupil from the known to the unknown? What principles of questioning were violated? Did the teacher talk too much? Was there sufficient drill?

MISCELLANEOUS. Was the teacher prompt? Animated? Self-possessed? Had she prepared the lesson? Were her manner and tone pleasant? Was her attitude good? Did she dress herself carefully and neatly? Were the relations proper between teacher and pupils as shown by speech and manner? Was the order good?

These questions might possibly be answered by a superintendent desirous of ranking his teachers, but are utterly unsuited for pupil-teachers to answer about each other, because their object is to discover whether the person observed is a good teacher, whereas proper questions should aim to call to the observers mind what views he entertains at the beginning and what plans he sees in actual operation, and, from the comparison, to reach a rational conclusion. They are utterly unsuited for pupil-teachers to answer about model teachers for the reason just given, and because neophytes have no right to ask such questions about their betters; no self respecting teacher would consent to subject herself to such a cross fire of criticism. It is true also that the answering of these questions day after day for every exercise observed develops formalism and destroys the little good that might result from their use once or twice.

In summation, the suggestions for making observation valuable are: observation in ordinary schools under ordinary conditions; proper supervision of observers; the employment of proper model teachers; a two-years course; the statement and attempted solution of problems before observation; the use of proper questions.

COMMENT AND REJOINDER

DRAWING FOR PUBLIC SCHOOLS

COMMENT

DR. EDWARD E. HALE, JR., UNION COLLEGE, SCHENECTADY, N. Y.

MY interest in the subject presented by Miss Hays in your June number, leads me to wish that her ideas may be as effective as possible. At present it seems to me that their positive value is balanced by a good deal that can hardly be good. I should be glad to brush away some small things, so surely wrong that they may do much to invalidate the really strong points about the method.

1. Concerning Ruskin. There will be little doubt that district school pupils and teachers can get much good from Ruskin. But every bit of Ruskin is not as good as every other bit for any and every purpose. To take "Mornings in Florence" as a book to tell young people about, is not the best way of using Ruskin. Miss Hays gives the impression that the book tells how Ruskin

studied Giotto and discovered the secrets of his painting. It does not do that. The book was especially written for visitors to Florence. It was meant to be read before the works of art that it describes. Even art-lovers looking at the pictures in question have often found it hard to follow Ruskin's ideas as he presented them in this book. What good will come to children in the lower grades who have no idea what it is all about? And further, if you try to illustrate the book by photographs of any of Giotto's pictures or Botticelli's what chance (let those who remember the pictures say,) will there be that the children will not be repelled by them? And further if they are not, what possible influence can the book have on their appreciation of color? Certainly there are passages

in "Mornings in Florence" that will be good for teacher and pupil; that concerning Giotto's realism may very well be interesting to both, though not especially so as regards color. But there are other passages of Ruskin much better.

II. Concerning the "Secrets of Red." We need not inquire whether red has any secrets. The question is whether those mentioned by Miss Hays have any existence. The effect of red upon a bull and in a turkey's wattles may be passed over: it is not a secret. Nor need we criticise the statement that red is a military color, or that it is expressive of Ardor, Courage and Sanguine Passions. The first statement is well enough though not very stimulating to a child who always sees soldiers dressed in blue, and the second may pass. But why say that in the flag red means defiance? Certainly the red in our flag is not commonly understood to mean defiance. Why say that red excites the nerves? It does not excite the nerves in the usual sense of the words. Why say that "In its gentler influences it moves and assists the affections—Love, Joy, Hope?" If it is meant that red symbolizes or represents these emotions, there is the difficulty that Hope is commonly symbolized by blue, and further that a child will hardly understand why red should in one breath symbolize War and Killing and in another symbolize Love and Affection.

III. Concerning the poem for Red. The stanza from Miss Larcom is doubtless pretty and worth copying. But it has nothing to do with red except that it mentions the cardinal flower. And surely the mention of the color of the cardinal flower is not very suggestive. It is said to be "red as blood." But what does such a comparison mean? Not very much, probably. The expression is an everyday one and Miss Larcom probably used it for the rhyme, though it is not a good one. The comparison is not a beautiful one for there is nothing about the cardinal flower to make one think of blood, except that its color

is not far from the darker hue of blood that one is sometimes unfortunate enough to see. But it does not teach one much about red. If you want a poem that will really have some connection with red, why not find a better one? I do not think of any very good one, but would suggest to the teacher Keats's "Hyperion" III. 14-22 or "Hiawatha" XII. 1-16.

I will not go further in the study of Miss Hays' method for I believe that these three examples taken from the beginning of her paper will sufficiently illustrate the one point of importance. For there is a point that Miss Hays has not clearly kept in mind, namely that her work must stand the test of fact. If anyone tries it and finds it contrary to plain facts, it will not be curious if her plan be thrown aside. If pupils taught by her find it contrary to the ordinary facts of daily experience, it will not be strange if they are not much impressed by it.

The plan does disregard the facts. It recommends Ruskin's "Mornings in Florence," it tells the "secrets" of red, it gives a poem by Miss Larcom. But suppose a teacher gets "Mornings in Florence" to help her teach her children to cultivate their color sense? And suppose a pupil looks at the splendid reds of the sunset, or of the autumn leaves, or of the many brilliant flowers from pink to scarlet, and tries to find in them the "expression of the sanguine passions" or a stimulus of the nerves? Or suppose the teacher and pupil do go to the wood some day and see a cardinal flower and say to each other, "It's as red as blood." Could we blame teacher or pupil if they felt that there was something wrong with the method, or if they felt that it was something that had no real connection with life, if they surmised dimly that it had been worked out by someone who had not gone to the length of determining what were the real facts and necessities of the case? And would it not be unfortunate, if for purely accidental errors such as these, they were to miss something that might be of value to them?

REJOINDER

MINNIE E. HAYS, SARANAC LAKE, N. Y.

Since the second division deals with history, literature, geography, nature work, grammar and language, why not make these the basis for opening exercises?

I. I should use John Ruskin as a hero in

literature, because his life and what he accomplished give the children an example worthy of study, and directly influences the subject under consideration. Do not lay aside "Mornings in Florence" until you

have read more than the preface. You will then discover why the book was designed to be used by visitors to Italy while viewing paintings by Giotto and others. Ruskin tells that Giotto and Tintoret gave not only a color harmony but a color secret. Ruskin discovered these secrets and if you visit Florence and view its paintings you will know why this is red and that blue.

"Early Recollections of My Boyhood" is a selection given in the fifth reader. I always tell the author's story before assigning the reading lesson. You have therefore a lesson in literature, an inspiration for color in drawing, a reading lesson, and a memory gem.

Use the story of John Keats, and give a quotation from *Hyperion* if you like. The one to which reference is given is good and so are many others. It was not my intention to confine all reading of Ruskin to "Mornings in Florence."

II. The secrets of color are the ideas which lie hidden in it, and which are suggested to the mind of the beholder. These ideas would be always secrets to the child with but little imagination unless he be taught to discover them. Teach the children that red is an emblem of blood and in the flag means defiance.

Information respecting color is given in White's Primary Manual, Artists and Their Work by Hoyt, Milton Bradley's Color Manual, Thompson's Manual for Decorative Drawing, The Cross Color Manual.

III. The poem by Lucy Larcom was given because a nature lesson on the cardinal flower could be used in the autumn, Lucy Larcom's story could be told, her poem from the fourth reader entitled "The Merry Brown Thrush" could be sung or read. Mrs. Wm. Star Dana says, "We have no flower which can vie with the cardinal flower in vivid coloring." She tells a bit of history concerning the flower and gives this poem by O. W. Holmes:

As if some wounded eagle's breast
Slow throbbing o'er the plain
Had left its airy path impressed
In drops of scarlet rain.

All such reading and references of which I have spoken are designed by the true teacher to cultivate the artistic feeling of the child. That they shall in all cases, particularly in poetry, teach specific fact as a text book is supposed to do, will hardly appeal to the good sense and judgment of any one.

RELATION OF THE SCHOOL COMMISSIONER TO THE TEACHER

JAMES S. COOLEY, M. D., SCHOOL COMMISSIONER OF NASSAU COUNTY.

(Continued from last issue.)

IN granting certificates to teach, commissioners do not prepare the questions, as formerly, or mark the answer papers of the candidates. Because of this change, it has been claimed that the commissioner "is no longer, as in former times, an officer with power, requiring large administrative ability, giving to the schools their character and being almost the sole judge of the fitness of all teachers." Rightly understood, however, the authority and responsibility of the commissioner in reference to the qualifications of teachers is greater, under the uniform system, than before its adoption, and he must now, as before, be the final judge of the fitness of all candidates. For, "he may in his discretion, supplement the examinations with additional questions, demand a higher percentage than is required by the standard regulations, and,

for sufficient reasons, refuse to admit a candidate to the examination, or to grant a certificate, after the required standing has been obtained. He may also, for valid reasons, refuse to indorse a certificate issued by another commissioner." In the exercise of these discretionary powers, great care and wise discrimination are indispensable, that no injustice be done to any candidate, while, at the same time, the schools are protected against unworthy and incompetent teachers.

In judging of these qualifications, and of the fitness of any candidate for the position of a teacher, something more is necessary than a record of the results of a written examination, however thorough or severe. Upon this subject of qualifications, Inspector Hughes of Toronto has written as follows: "The teacher should possess

two kinds of qualifications, the qualifications of power and the qualifications of culture. The qualifications of power are much more essential than the qualifications of culture, because character is more important than knowledge. Culture increases the influence of power, and it is therefore of great value; but culture cannot become a substitute for power. The highest ability of the teacher is his power to direct the child's interests without restraining him; to stimulate the child's own self-activity; to transform the child's natural desire for knowledge into a conscious effort to gain desirable knowledge, and to reveal, by his own life and personality, the essential elements of Christian manhood, so that these may, by the most effective process of unconscious imitation, become fixed, as controlling characteristics in the life of the child. The wise superintendent, while placing a high value on culture, selects his teachers mainly because they possess the qualifications of power. The qualifications of culture are revealed, outwardly, only partially, and in general characteristics. The breadth and depth of culture can be discovered only by the tests of experience. The qualifications of power reveal themselves freely through temperament, figure, poise, carriage, voice, gesture, walk and action. The experienced superintendent can recognize a teacher of power readily by the external manifestations of character."

Among the qualifications of power which should be found in a good teacher, the Inspector mentions the following:—1. Good health. Our physical condition has a definite influence on our mental and moral natures and on our power to influence other lives properly. 2. Good humor. This is a fundamental element, and is one of the sources of attractiveness to children. It is not enough that a teacher be pleasant and good natured. He should possess the double faculty of humor, the power to create genial merriment, and to enjoy it in others. 3. Unconventionality. Conventionality is one of the most universal barriers between human souls. It prevents the revelation of the teacher to the child and of the child to the teacher. A teacher never becomes a true developer of character in the child until their lives, in a sense, have run together. Their intercourse must be free from formalism, before the teacher can

understand the needs of the child or the child have complete living faith in the teacher. 4. An honest voice. There is no other external manifestation that so directly reveals to children the dominating inner life of their associates as the voice. It may be defective in pitch and volume, but if it be true in quality and color of tone, it is an effective agent in the moulding of character. 5. Sympathy. There are two kinds of sympathy. One is shown *for* the child, the other, *with* it. The latter is the truly productive sympathy. As Dr. Trumbull has said, "Are we not altogether too ready to assume that we have affectionate dispositions, just because we are perfectly willing to have everybody love us? It is our not putting it into words oftener that keeps us in countenance in this attitude; for once let a man say to himself, 'My philosophy is that I am perfectly willing to be loved,' and his own sense of humor will do the rest for him. If he has none, let him say it to others, and they will soon teach him the foolishness of his philosophy." "Woe to the teacher who, on reaching mature years and putting away childish things, puts away also the childish nature and her sympathy with childhood. We may be grateful that among some men and many women there is never lost the child sympathy. Such men and women instinctively encourage the tender shoots of imagination, hope and chivalry that are often hidden in the deepest recesses of character." Other qualifications of power are a harmonious and well-balanced organism, unselfishness, earnestness, force, energy and an executive out-put of character, to secure which should be the ambition of every teacher. However well a candidate may succeed in passing the uniform examinations; however high she may rank in arithmetic, history or school law; these are tests of culture qualifications only, and if deficient in what Inspector Hughes has termed the qualifications of power, the commissioner may well hesitate to issue a certificate. Many embarrassing failures would be prevented and irreparable injury to helpless childhood averted, if commissioners more frequently exercised their discretionary authority in this matter, and withheld certificates from candidates whose competency is in doubt. "There is no sight more pitiable," said Thomas Arnold, "than the yoking of a bright and gifted boy to

the neck of an incompetent teacher." For their own welfare, for the honor and dignity of the teacher's profession, for the best good and future usefulness, if not the eternal salvation, of many a youth, every worthy teacher should stand fast by her commissioner and uphold him in his efforts to protect the schools from weak, incompetent and inefficient teachers.

It is as supervising officer, however, that the school commissioner's greatest and most difficult work is performed. In the language of the statute, he must,

"Visit and examine all the schools and school districts within his district as often in each year as practicable, and inquire into all matters relating to the management, the course of study, and mode of instruction, and the text-books and discipline of such schools, and the condition of the school houses, sites, out-buildings and appendages, and of the district generally. He must recommend to the trustees and teachers the proper studies, discipline and management of the schools, and use his utmost influence and most strenuous exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction and advance the interests of the schools under his supervision."

Unless these words are but glittering generalities, they point out a field of labor before the conscientious commissioner which is broad enough, comprehensive enough and of such importance as to require the services of ripe scholarship, broad culture, mature judgment and long and varied experience in educational matters.

As the commissioner visits from school to school and familiarizes himself with the conditions which exist in the several school districts of his jurisdiction; as he realizes how much must be done before the schools can be brought up to their highest efficiency; as he better understands and appreciates the obstacles which must be removed or overcome; conscious of his own deficiencies and inexperience, but zealous for the educational advancement of every district, he needs, and should have the active sympathy and co-operation of every teacher. When he enters a school room, he should be welcomed as a friend and counselor, rather than as a critic and fault-finder who has come to spy out weaknesses and take note of failures. Pupils should be taught to look forward to his

coming with glad anticipation and to remember his visitations as among the "red-letter days" in the history of their school. As Superintendent Soldan, before referred to, has so well said,—“All supervising officers agree that the spirit of supervision should be appreciative rather than fault-finding, helpful rather than critical, persuasive rather than coercive. The supervisor is not supposed to go on his visits for the sole purpose of discovering short-comings and recording and reporting the same. He comes, or should come, as a friend to whom the teacher may look with perfect confidence for help and guidance, and who will, in turn, speak to the teacher with the kindly frankness and sympathy of a well-meaning friend, suggest improvements, and counsel with her in regard to what is equally dear to both, the progress of the public schools.”

One of the most important duties of the commissioner, as a supervising officer, is to estimate the relative efficiency and success of the several teachers under his supervision. This he will endeavor to do with the utmost care, exercising the broadest charity for faulty and imperfect work, which is consistent with the welfare and interests of those under instruction. By kindly advice and sympathetic counsel; by gently pointing out mistakes in method and errors in discipline; by judicious encouragement and timely appreciation, he will inspire with confidence the timid, self-conscious teacher, distrustful of herself and of her work, and will leave no means untried to impart to the young and inexperienced, greater efficiency and power.

Upon this subject of efficiency, Superintendent Soldan's timely and well-considered remarks are worthy of a wider circulation than can be reached by his report, and I quote them here. "Natural talent in teaching is important, yet it is not all that is necessary for success. Efficient teachers are the result of natural talent, aided by training and experience. Natural talent enhances the effect of professional training, but it can never be the substitute for it nor take the place of experience. While talent and aptitude for teaching are likely to show themselves sometimes at the very beginning of a teacher's career, they do not do so always. They may appear later, and then be of all the more force. A teacher's inefficiency may not at all be an indication

of a lack of natural gifts, but be solely the result of inexperience. Where this is the case, a short time and patient, sympathetic environment will remedy it."

"Inefficiency may be absolute or relative. Absolute inefficiency is that which cannot be cured and whose presence in a school, after sufficient trial, it would be wrong to endure. Relative inefficiency is that which a teacher's own efforts towards self-improvement, a short time of practical experience, and the wise guidance of a supervising officer may remedy. Cases of absolute inefficiency cannot be tolerated where the interest of the child is the highest law. In this class must be included all those cases of inefficiency where the possible cure is so slow and uncertain that the children would suffer by the attempt. There are also physical as well as ethical defects which no training, no patience on the part of the commissioner, no help extended, no frankness of criticism, can change or even mitigate. Defects of sight and hearing, slight at first, may possibly become so great as to unfit the teacher for adequate service. Whenever such ailment has progressed so far as to interfere, seriously, with instruction or discipline, it constitutes absolute inefficiency and makes it impossible for the conscientious teacher that is so afflicted to continue her position."

"Teachers should be judged by their competency, not by their age. Some of the oldest teachers are at the same time the best. Age seems to have ripened their best power, and their work is without reproach. They still stand in the first ranks of excellence and show no abatement of their rare skill and vigor. But where advanced age is accompanied by a decline of power that prevents the competent performance of essential duties, it may necessitate the resignation of a teacher whose long and valued service makes everyone regret that such a course is necessary. Another kind of absolute inefficiency, which does not have the claim on sympathy that is due to old age or physical ailment, is the habitual morose disposition, which leads to unkind and unsympathetic treatment of the children. Objectionable habits of life, or qualities of character and disposition that set a bad example to childhood; the lack of natural talent to impart knowledge, or the inability to control children, which time, experience and assistance do not seem

speedily to improve, must also be considered as elements of absolute inefficiency. There is no teacher living who does not fall short of perfection in some way, and who is not, in certain directions, less efficient than in others. There has never been a system of schools, and there never will be one, that is not taught by teachers differing in talent and in degrees of efficiency, in various directions. The varieties and limitations of natural talent found in a numerous body of men and women, and their various stages of growing experience, constitute degrees of relative efficiency and inefficiency which are unavoidable conditions that cannot be eliminated.

With a growing teacher, the work which she did at the beginning of her career, promising as it may have been, appears inefficient, when compared with the skill and power displayed in her teaching in later years. Even with the best teacher, one day's work is not always as efficient and satisfactory as another's. In years of efficiency, there are always days of relative inefficiency, when in dealing with pupils, or in the presentation of topics of instruction, the teacher herself is severely dissatisfied with her work. A young teacher's professional immaturity may make her work seem inefficient when compared with the work of one that is more experienced. Even when an older teacher changes the grade of children whom she has to teach, her instruction may be less efficient at the beginning, on account of the newness of the work, than later, when she has gained the needful special experience. There should be no impatience or unreasonable complaint about the relative inefficiency of young talent, in its earnest struggle to attain efficiency. In every case, the road to perfection, in its early stage, starts from imperfection. In any system of schools, there is always some young teacher, less skilled, less experienced and efficient than others. As long as she is manifestly growing and profiting by her daily experience in the school room, makes use of suggestions for improvement, and is doing fairly efficient work, which is better to-day than it was yesterday, there is no remedy but the influence of time and training."

In his supervisory work, the commissioner must constantly discriminate between absolute and relative inefficiency. Although the state is doing much, through

institutes, training classes and normal schools, to make the teaching force in the public schools more efficient and satisfactory, there are still many inefficient, poorly qualified teachers to be found in the schools of every district. Sometimes this is due to sympathy or the influence of personal friends; sometimes, because the taxpayers are unwilling to pay the cost of a capable teacher. Whatever be the cause, the commissioner must secure for the district the best results possible, under the circumstances. If the inefficiency is absolute and irremediable, he should not hesitate to bring about a change of teachers as soon as he can do so, without injury to the school, or injustice to the teacher. If the inefficiency is relative, and due to youth, inexperience, deficient preparation, or to unwise and faulty methods, the commissioner can do much to relieve the situation, and by kind and friendly advice, sometimes by bold but tender criticisms, remedy many a defect and prevent many a blunder. Tact and mature judgment are most necessary in this matter, or the teacher's influence with the pupils will be injured or destroyed. But no part of the commissioner's work is more thoroughly appreciated by the teachers, or more productive of good to the schools, than a persistent and wisely directed effort to secure the success of every teacher in his jurisdiction. Nothing in connection with my own experience has given me more pleasure than the expressions of gratitude received from teachers whom I have helped and encouraged.

The ideal relationship of the commissioner to the teachers in his district is that of a wise and sympathetic friend and counsellor to whom they can turn, in any emergency or trial, with the confident assurance that his advice and assistance will be promptly given. Knowing that he is full of sympathy and accord with every effort to make the schools better and their work more beneficial, they will be as ready to tell him of their triumphs as of their troubles, and to share with him the pleasure of seeing fruitful results and the sorrow over misdirected effort.

"The commissioner," said Dr. Cheney, on one occasion, "should not only be a safe guide by reason of his intellectual equipment, but he should give inspiration by reason of his moral qualities. No class of workers are more apt to become discour-

aged and despondent than teachers, especially at the beginning of their work, and those teachers are sometimes the most easily discouraged in whom there are the greatest possibilities of success. They have entered upon their work with bright anticipations, but with inadequate ideas of the difficulties to be met, of the high order of talent, varied attainments, zeal, persistence, industry and fidelity required. They often find that the theories they have learned concerning their work cannot be practically applied, and that their previously formed plans cannot be executed. They have not thought much of the different individualities they were to meet, of the harsh and unjust criticisms of exacting parents, who can never see how their children can be a source of trouble, and whose knowledge of the school room is always obtained from prejudiced sources. They have not yet realized the importance of using tact in the management of a school. All these perplexing trials confront them at once and unless they are possessed of tenacity of purpose not too common among young people, they are ready to give up. If they have near at hand an efficient friend who has thought his way to right conclusions, who is fully convinced of the nobility of the teacher's calling, and who really believes that much of the want of the world can be met only by the courageous and intelligent prosecution of the work of that calling, and whose heart is full of the warmest sympathy which helps him to extend efficient help when most needed and in the kindest way, then are they most fortunate. Such a friend should the commissioner be to his teachers."

Emerson says:—"The chief want of life is somebody who shall make us do the best we can." This want of the teacher is just what the commissioner should supply. "Teachers are workers," someone has said, "they cannot well be watchers." "It is the especial duty of the superior officer to watch over teachers, that he may help, encourage, counsel and criticise them in their work." Possessing not only the spirit of the philanthropist which seeks to uplift humanity through the children, but also faith in the individual which sees in every boy and girl the possibilities of good citizenship, the commissioner will inspire in all teachers the same faith in childhood, and help them to attain that power spoken of by

Gerald Stanley Lee, in a recent article, upon journalism. "The power to make men interested in the things they have not learned to like is a power that belongs alone to the disinterested man, the man who is led by some great delight, until the delight has mastered his spirit, given unity to his life, become the habit and the companion of his power, led him out into a large place to be a leader of men."

"Mere sentiment," do you say? "Sentiment," said Dr. Winship at Los Angeles last summer, "is the relish of life. Teachers need more professional sentiment for the good of the schools, for the advancement of their interests as a class, and for their individual satisfaction, prosperity and influence. Sentiment is aglow. It kindles life and imparts spirit. Physically, it is a rejuvenating force; intellectually, it is a scintillating factor; emotionally it throws a halo over all things. The juiciest steak ever grilled makes better fibre and force if it has the relish of pepper and salt. So teaching, the highest if not the holiest of professions, does most for the child, for the country and for God when one teaches with a relish. Anything that adds the flush of health to the body, the buoyancy of confidence to the mind, the rest of peace and joy to the emotional life, is worth everything to teacher and to pupil, to parents and to country. Sentiment may do this."

For the purpose of knitting more closely the relations between the teachers and themselves, and thereby causing a more vivid realization of the unity of the educational system of the state, some commissioners are in the habit of sending out circulars of inquiry, from time to time, which are to be filled out by the teachers and returned to the commissioner. In this way information is secured in reference to the observance of Arbor Day, and of the anniversaries of Lincoln and Washington; as to the classification of the several schools and the assignment of assistant teachers; individual impressions and criticisms of the instruction given at the annual teachers' institutes, and many other matters of interest in connection with the educational affairs of their districts. Sometimes the opening of the school year has been made the occasion for sending a word of greeting and welcome to the teachers, returning from the long vacation. This has been found to be especially appreciated by the

new teachers, coming to a district for the first time. A circular letter, suggesting a course of reading and giving some advice as to the most helpful manner of spending the summer months, has sometimes been sent to each teacher just before the close of the schools in June. All this has made the supervisory work of these commissioners more effective for good and more satisfactory to the commissioners themselves.

The educational outlook of to-day is inspiring and should arouse the enthusiasm of everyone interested in the progress of civilization. To be teachers now means more than ever before in all the history of educational development. We must look over a broader field than in the past, must see more upon it, and seeing, must use every means at our command for the universal uplifting of the race. Remembering that it takes a great deal of work to do a very little good in this world, and a great deal of experimenting to score one success, we must not despair or be discouraged if the progress seems slow and difficult. Neither must we become bewildered and dismayed at the multiplying duties which crowd down upon us. "We always have time to do the best thing. It is only a matter of comparative values."

Let us be thankful and rejoice that we have been counted worthy to share in the glories and triumphs, as well as take part in the work of an expanding christian civilization. Citizens of the grandest republic the sun ever shone upon, the ripest fruit of modern enterprise and the truest exponent of civil and religious liberty yet given to man, a republic whose mission it is to conquer the wide earth for God, and by what Dr. Bushnell called "the out-populating power of Christian stock," solve the dark problems of ignorance and heathenism, scatter forever from earth's gory battle fields the lurid clouds of war by the glad sunlight of peace and arbitration, and stamp the impress of our national character upon all mankind, shall not all of us, supervising officers and teachers, take fresh courage and with brave, undaunted hearts, and high, unselfish resolutions, go forward to meet the future?

Let us make our own these words of Dr. Draper with which he closes his little book on "The Rescue of Cuba."

"We need apprehend no evil. If our impulses, inspired by our history, lead us

to help other peoples, we may feel sure that they are right. If they impel us to undertake new enterprises, which are consistent with the character and traditions of our race, we may well believe ourselves equal to them and go forward. In no other way shall we show so completely the value we set upon the great charters of English liberty, or prove ourselves so worthy of the old Pilgrim at Plymouth, the ragged Continental soldier at Valley Forge, the hardy pioneer making new states for us in the unbroken West, the citizen soldier at Gettysburg, and the heroic men who gave overwhelming battle for the liberty of others at Manila and at Santiago."

Standing upon the farther shore of the old century, across which, with weary, often bleeding feet, our race has found its

way; striving with anxious hearts and straining eyes to pierce the misty veil that overhangs the unknown, untried new one, just before us, upon whose restless waves we must soon launch forth, let us, in humility and with obedient spirits, listen to the voice which calls us to better, purer, nobler, broader lives.

"Build thee more stately mansions, O my soul,

As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last,
Shut thee from Heaven with a dome more vast.

Till thou at length are free,
Leaving thine out-grown shell by Life's un-resting sea."

IMPORTANCE OF STUDY OF ARITHMETIC

ELLA F. MORAN, SCHOOL NO. 6, ALBANY, N. Y.

ARITHMETIC has been defined as the science of value, and value rules the world. What is society engaged in? In weighing, measuring, adjusting, balancing, fixing standards of value; and arithmetic is the key to all these processes. It is the "open sesame" that unlocks to the student the wealth of the world.

As a mental discipline, it is unrivalled. As a developer of the faculties of the mind, the comprehension, and reasoning powers, to inculcate habits of accuracy, to make strong, vigorous minds, quick to discern, to make just the men and women we need, to grasp and solve the various perplexing problems thrust at us, day after day, in our journey through life, in home, city, nation, arithmetic stands without a peer. I do not doubt that many of the great thinkers of to-day owe their sound judgment and their ability to cope with the serious questions of the times, in a great measure, to their old-time drill in Colburn. Every student then, (needing to develop habits of accuracy, quickness in mental operations, and in fact all his intellectual powers) should be required to take an arithmetical course. As before stated, it is claimed by some educators that the talent for arithmetic is exceptional, and that it is cruelty on the part of the teacher or parent to insist on a child's giving attention to the

study when nature has not endowed him with arithmetical genius. I admit that a decided genius for it may be rare, but talent or genius for the subject is not needed for one to become fairly proficient; simply, a proper use of the faculties bestowed on the generality of mankind. Instead of inspiration, or genius, or talent, fair mental powers, the ability to think, to remember, and to comprehend—given these, and any one should be expected to acquire a fair knowledge. Why then, it may be asked, do we find in our classes so many who appear utterly unable to comprehend the simplest processes; to whom arithmetic is an unknown and unknowable language, and who, all agree, cannot be taught; who, in spite of time and labor, make no progress, but are simply a discouragement to themselves and to their teachers? If these pupils possess any mental powers, (and, occasionally, we do meet poor pitiful little creatures, weak-minded, or with no minds at all, whom I shall leave out of consideration), if these pupils possess any mental powers, I claim they could have been taught. Somebody, or some method is responsible for their condition.

Nearly all children, I imagine, have already some idea of value and number before entering school, and their first attempts in the schoolroom are a source of pleas-

ure to them. They delight in combining and separating and counting objects presented to them. But there are some children who are slower in awaking to the perception of number, and although numbers of objects may be presented, may be combined or separated into groups, yet no exact numerical ideas have yet entered the mind, and they are deemed stupid or slow. Or, it may be, they may remember the names given to certain combinations, and may be able to give ready answers which deceive the teacher, while yet the first perceptions of number lie dormant. I recall the difficulties I had in attempting to teach certain children to add columns of figures, and it was a source of wonder to me, why, with a knowledge of the combinations, as far as ready answers were concerned, they still could not understand the process of addition. With more experience now than I possessed at the time I was struggling with these little ones, I realize that the trouble was that they had not yet grasped the idea of value at all, although, parrot-like, they could glibly recite all the combinations. Teachers are too ready to imagine that what has been grasped by some, has been imbibed by all, and unfortunately, with no, or a very poor foundation to build on, one subject after another is taken up, each depending on a preceding one for its support and that being weak, what kind of an arithmetical structure is reared? Naturally a weak and tottering one, and can we wonder if in a short time the interest dies out, and the child is considered to have no taste for arithmetic?

To begin with, then, when a child commences the study of number, the first thing is to awaken him to a perception of value, of increase and diminution. The teacher can, by judicious tests, inform herself of when this has been accomplished; and to such only as have awakened to this perception should the names of combinations be given. When the pupils are ready for the names of value the old-fashioned forty-five combinations contain all that are necessary. Too much time cannot be devoted to this part of the subject. As the combinations are the foundation part, they should be well built. I do not think that every new combination needs to be developed, when once the idea of value has been grasped. Make the learning of the combinations a memory lesson, as in fact, it

must become, any way, in spite of attempts at development. And they should be thoroughly memorized. If teachers could only realize the endless amount of trouble they are storing up for the pupils and succeeding teachers by being satisfied with an imperfect knowledge of the combinations on the part of the pupil, they would never leave them until every scholar had mastered them, and what I have said in regard to the importance of the addition tables, I repeat for the multiplication tables. A thorough knowledge of both is indispensable to satisfactory work in all that follows. It is really pitiable to see the futile struggles of a little one to solve an example in long division when he is unfamiliar with addition and multiplication tables. It is not to be wondered at, if right here he conceives his first distaste for the subject. It may take time that teachers imagine could be more profitably spent, to secure a thorough knowledge of these tables, but I feel confident that the extra time taken at the beginning will be the means of saving time, energy and patience all along the line. The fundamental rules well learned are the keynote of success in arithmetic—the foundation of rock on which we can build a magnificent structure, to last for all time.

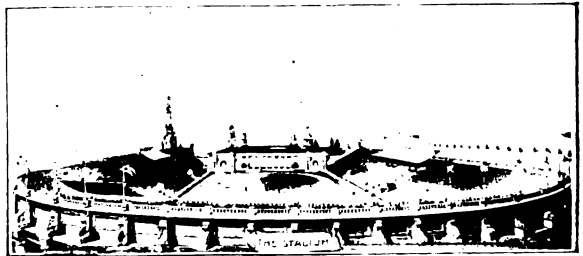
As with the fundamental rules, so with every portion of the subject of arithmetic. There are underlying principles on which each division of the study is based. These, the teacher having made herself thoroughly acquainted with, should endeavor to place before the pupil in such a manner that he may be able to grasp them, and, comprehending these, he can very easily proceed to the solution of matter based on them. The difficulty is that we teachers take too much for granted. Because a point is clear to our minds we are apt to think that a few words of explanation will be sufficient to open up, and make clear an entirely new idea to the immature intellects of our pupils, and we are provoked, and are inclined to throw the blame on the child when little progress is made, while in reality the fault is ours. A proper use of illustrations will aid materially in securing a clear comprehension of a point. If teachers could only be made to realize the aid in teaching, apt illustrations are, they would make more use of them than I imagine is the case. As far as possible every new idea should be demonstrated by objective illustration. Any-

thing at hand may be converted into a tool for this purpose. I would like to see placed in the schools suitable arithmetical apparatus; no money could be more profitably spent than that used in providing proper material for teaching this subject; but we need not wait for that. Let us make our own tools, and allow the children to do likewise. This will impress on their minds the principles to be taught far better, and more quickly than will the repetition of mere verbal explanations.

A complaint is made that the teaching of arithmetic is not practical. We have to confess that this charge is well-grounded in some cases. Then, why not make it practical? To accomplish this a thorough knowledge of practical business needs and methods is necessary. This cannot be gotten altogether from our text books. These contain a great amount of useless, or worse than useless matter, obsolete or impracticable. I find this especially true in applications in fractions, compound numbers, percentage and mensuration. Nothing is gained, and much lost in giving any attention to such matter. The mind is filled with a crowd of senseless rules: imbecile problems and applications are given that only serve to occupy brain cells that are needed for useful information. Where-

ever and whenever it is possible we should strive to make ourselves acquainted with practical business methods. By inquiry amongst practical business people, and intelligent artisans we can secure a hoard of information of invaluable use in our work, and we will be surprised, sometimes, to find how book methods differ from the practice in daily life. In our teaching all mental gymnastics, all abstruse and enigmatical problems, long and wearying computations never met with in business life, and of no earthly use as an educational force should be avoided. Long and involved complex fractions are given to the pupil frequently, to simplify. Now of what utility is such work? To test a pupil's knowledge of fractions, of the use, and order of use of the arithmetical signs simpler, and a different style of work, would be of infinite more value. The requirements in compound numbers, for instance, to add $\frac{1}{2}$ sq mi, 2-3 a, 3-5 sq yd, etc., are to my mind of no value. In the fundamental rules the work should not be long and involved. Examples in division, for example, containing nine and ten figures in the dividend, and five and six in the divisor, are brain-wearying, and useless.

(To be concluded next month.)



SCHOOL MEN OF THE HOUR

RUSH RHEES, LL. D.

(For portrait see front cover)

ROCHESTER University seems to have passed through its days of trial and proving,—such trial and proving as must come to any college or university, however well founded, or however favorable the auspices of its opening. It begins a new period of work and most favorable, indeed, is the promise of its future.

However vigorous may have been its days of trial it has never failed in its mission; for the long list of its illustrious alumni bear sufficient witness of its thorough work in the educational field.

Two circumstances of recent development make certain the future growth and efficiency of this institution: the one, that its doors are to be open hereafter to members of both sexes; and most important, that it has recently acquired as president a young man of splendid attainments and marked ability—Rush Rhees, LL. D. The character of this man, his strong individuality, the breadth of his educational thought and life, brings inspiration and confidence to those who have interest in the future of Rochester University. And his entrance upon the important duties of his office as president has encouraged the largest registration of entrance students in the history of the institution.

President Rush Rhees was born February 8, 1860, at Chicago, Ill. His preparation for college was made at the High School in Plainfield, N. J., and in the autumn of 1879 he entered Amherst College, graduating from that institution in 1883. The marked ability he exhibited as a student and the strength of his individuality and character won him, upon his graduation, the position of instructor in mathematics in the college, which position he held until 1885.

He entered Hartford Theological seminary upon his resignation from Amherst, and after his graduation from that institution became pastor of the Middle Street Baptist church at Portsmouth, N. H. The term of his pastorate was not long, for in 1892 he was offered and accepted the associate professorship of New Testament Interpretation in the Newton Theological institution, and held this important position

until July 1, 1900, when he was elected to his present position as president of Rochester university.

Two important religious literary works have come from his pen, the "Life of Jesus" and the "Life of Paul." He has also been a frequent contributor to the leading theological journals.

The future history of this estimable life, based upon his past achievements, and his untiring energy and forceful personality, may be easily and faithfully prophesied, for it seems that the days of his greatest usefulness have just begun.

Pres't C. EDWARD JONES

THE school commissioner of the Empire State has direct supervision of the free common schools, and there is in no department of educational work greater need of men, able, efficient and thoroughly convers-



C. EDWARD JONES

ant with every phase of school matters than in his work. Much of the future of the educational growth in this state rests upon his genius and devotion to his work. At the head of the New York State Association of School Commissioners:

young man whose life has been spent in close touch with the school in all its departments. This young man is C. Edward Jones, commissioner of the Third district of Oswego county, a position which he has held since 1896.

He was born in Richland, Oswego county, in 1867. At the age of five years he began his life in the school-room. He taught one year in New York State after completing his early education, and then engaged in the same work in the State of California,

where he remained for nine years. The field of his teaching there was broad, being in both graded and ungraded public schools. He was principal at Alhambra eight years. Upon his return to this state he was promptly elected commissioner for his district, and is accounted one of the most diligent and thorough commissioners in the state.

He has been both treasurer and vice-president of the association which has now honored him by making him its president.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

OPPORTUNITY.

MASTER of human destinies am I;
Fame, love and fortune on my footsteps wait.

Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace, soon or late
I knock unbidden once at every gate;
If sleeping, wake; if feasting, rise before
I turn away. It is the hour of fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,

Condemned to failure, penury and woe,
Seek me in vain and uselessly implore;
I answer not and I return no more.

—John J. Ingalls.

"If I were asked to name one product of vice and crime that would soonest touch the hearts of all good people, I would say the neglected child. Give me the child and the state may have the man. Every case of vagabondage has its root in some neglected child."—Dr. W. T. Harris.

A BOY is like a bicycle because he cannot stand alone. He needs a steady hand to direct his way. He runs the easiest down hill. If you lose control of him, he may break your heart, if not your head. He is not made to travel on bad roads. The straighter you keep him the more safely he runs. The faster he runs the more closely must his guide stick to him. He needs blowing up once in awhile. He should never be run by more than two cranks.—*School Education.*

A TEACHER'S earnestness covers a multitude of other defects.

Too many references to library books are almost worse than none at all.

Good habits of thinking, like good behavior, begin in the early days of school life.—*Exchange.*

QUESTIONS should be—
Definite.

They should appeal to the judgment rather than to the memory.

They should be put in such a manner as to render an answer in the words of the book impossible.

They should not be capable of being answered by yes or no.

The series of questions should be logical.

Leading questions should be avoided.

—M. A. Newell.

At least one-half of the time set apart for reading in the first five or six grades of school should be devoted to that sort of reading which gives little conscious heed to the mechanics of reading, but in which the children live and move and have their being in an ideal companionship, and in the midst of scenes and events that tend to build up high ideals of character and modes of living. In this way the supplementary reading will become the strongest influence in character building in the elementary schools, and, too, the children will become much better readers from the standpoint of expression. Nothing improves the elocution so much as a strong desire to give utterance to what is part of one's own thoughts and feelings.—*George P. Brown.*

TEACHERS are agreed as to the necessity of order in the school-room; but they do not all understand the term alike.

My definition of order would be, in brief—

est form "controlled activity." When a school is at work it is in order in spite of a degree of noise and movement, provided these are in connection with the work.

But it is not necessary in work for pupils to throw down or up seats or desk tops, drop slates, pencils or books, or drag their feet on the floor. These are not only useless annoyances, but the breeders of other and worse habits of carelessness. Prevent them.

It is not necessary in work to litter the aisles or spaces under the desks with waste paper. Pupils should crumple all scratch paper into balls and drop it into a bag hung to the desk, to be gathered into the waste basket later.—*Midland Schools.*

It is well to remember:

That self-culture is self-preservation.

That the teacher ought not to lose his temper.

That children's pranks are a part of their development.

That your influence extends farther than the school-room.

That the use of the rod will not secure a love of learning.

That the inclination of children is generally toward the good.

That children need an enthusiastic and wise teacher to guide them.

That merely asking questions and having them answered is not teaching.

That, if any progress is made in the school, the teacher must take the lead.

That patience, energy and tact are indispensable qualifications of a good teacher.—*Oregon Teacher's Monthly.*

UNDERNEATH all our modern machine work there must lie the same quality upon which the scholar of the earlier generation exclusively relied, says Professor Ephraim Emerton in the *Atlantic*. He had no training by any organization whatever. If he were trained at all, he trained himself. He came to be what he was by virtue of the inner impulse which alone, maintained through years of action and intensified by time, can guarantee the quality of a man.

Obviously this quality is difficult to describe. It cannot be measured in terms of academic honors. Erasmus of Rotterdam, explaining why he felt obliged to take a doctor's degree in Italy, says: "Formerly a man was called 'doctor' because he was a

learned man; but nowadays no one will believe a man is learned unless he is called 'doctor.'" A college president seeking a professor not long since made it a *sine qua non* that the candidate should be a doctor of philosophy. Another man might know more, be more highly qualified as a man, and a more effective teacher, but he must give way to the man, very possibly of less value, who had the trade-mark of his profession. I have known many a man whose great fundamental need was intellectual refinement and culture sacrificed to this semi-civilized demand for a certifiable kind of expert training.

ORTHOEPY is fortunately passing into neglect and decay as a school study in this state. It is of much importance that children be taught to pronounce clearly and correctly, and the teachers of all the grades, and especially of the first four, must spend a good deal of time and effort in drills to secure this. But it may be seriously questioned whether systematic orthoepy contributes materially to that end. Certainly we find everywhere teachers and pupils who can repeat its formulas while violating them in practice, and can correctly mark diacritically words which they mispronounce when called upon to read them. Few studies are so apt to pass into stupid Chinese memorizing as orthoepy. It is unpedagogical to force its generalizations upon grade pupils whose thought is naturally particular and concrete. They are driven by it into bad habits of study which affect their whole school life; and thus a distaste for school is bred in them, from which many of them never recover. Besides, the time, occupied by such work is needed for dealing with subjects which tend to broaden the mind, to refine the nature, and to cultivate correct and useful habits of thought. So many subjects demand attention in the schools that we must carefully choose the most valuable; and systematic orthoepy cannot be accounted one of these.—*Wisconsin Journal of Education.*

ONE of the most interesting discussions at the New York State Council of School Superintendents last week had as its subject vertical *versus* slant writing. The sentiment was so overwhelmingly in favor of vertical writing that only four out of the large assemblage cast their votes in favor

of slant, and but one man went on record as not having made up his mind.

Supts. Davis and Lee, of the boroughs of Manhattan and the Bronx, and Mr. Felter of Brooklyn, presented vigorously their objections to vertical writing, but failed to establish the superiority of slant. Supts. O'Brien and Edson, of Manhattan and the Bronx, were cheered when they explained why they had not voted with their *confreres* on the board of borough superintendents in recommending the abolition of the vertical system.

There seems to be some misapprehension as to the meaning of the widely-advertised vote of the borough board of superintendents in favor of slant. According to Mr. Davis' statement, the principals are left free to teach vertical writing if they choose, a majority of the board simply agreeing to record their preferences as in favor of the slant.

The *School Journal* will speak more fully upon this subject in a later number. One thing seems assured, and this is that a vertical script has come to stay, as a standard for beginners in penmanship. Whatever changes the individualities of older writers may work in the angle are of no consequence to teachers. Their duty is to present standards of legibility and simplicity. Rapidity, though essential, is of secondary importance. To this end there can be no doubt as to the superiority of the vertical writing over slant.—*School Journal*.

How to differentiate the functions of the school board, the superintendent, and the principal is the subject of a suggestive editorial article in the *Popular Educator*. It has long been evident that in most cities there is no proper definition of the authority of each of these. The school boards lay upon a superintendent the responsibility of running the schools, and yet interfere with him constantly in the selection of teachers, the choice of text books, and even the methods of teaching. The superintendent in turn theoretically deposes his authority to the principal of a school but practically has it understood that if things do not go as he wants them to, there will be trouble. Most principals are constantly in fear of doing something that is outside of their jurisdiction. Only by knowing pretty well the personal characteristics of

their superintendent can they be at all certain how much rope they are allowed.

The writer pleads for a more careful definition of the relations of these parties to each other. The principals should look after all the details of the work in their respective schools; to them should be assigned the selection of all employees working under them. To the superintendents could be given the more comprehensive work of selecting the heads of schools, the influencing of the legislation of the committees, and the very important task of keeping the public in sympathetic touch with the schools. The province of the school board would be purely legislative. Its most valuable work would be so to legislate that the functions of the supervising bodies might be exercised with the minimum of friction.—*School Journal*.

THE object of the teacher is to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage of the teacher to the pupil.

Let us suppose that two pupils are studying the same lesson in geography, or grammar, or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study and acquires information from it; his object is to acquire knowledge. He attains his end. The other also studies the book; but while reading is also taking lessons in thinking. He does not merely commit to memory; he stops to think if the argument is sound, he analyzes it to see if the conclusions are warranted by the premises.

The one who thinks as he reads is quite different, it will be seen, from him who simply learns as he reads. To read and to think, or to think as one reads, is the end to seek. The reader for facts, gets facts; he comes to the recitation-seat and reels off those facts; his mind, like Edison's phonograph, gives back just what it receives. While this power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they

have gained. He must put them in quite another frame of mind. Instead of reciters they must be made into thinkers. The power of the teacher is measured by his power to teach the art of thinking.—*Canadian Teacher*.

AN interesting symposium based on the following questions is running in the *Journal of Education*.

1. What proportion of your pupils do you think are natural spellers?

2. What proportion are naturally wretched spellers?

3. Estimate how many pages your children write a day in their various exercises, and are there relatively many misspelled words in this work?

4. Do the modern language lessons help children to spell ordinary words reliably?

5. Do you teach many words that the child never sees in his reading and never has occasion to write?

6. Have you any suggestion as to improvement of spelling in school?

The answers indicate that the majority of the teachers cling to the idea that all pupils can learn to spell. The exceptions are the few teachers who probably realize that they themselves never did learn to spell with accuracy and hence have much sympathy with children who are "short" on spelling. It seems that those schools where work in visualizing is emphasized are getting the best results in spelling. Faulty seeing is responsible for much of the poor spelling. Under the old regime, the spelling book was conned until many of us can still see just how page after page of the old McGuffey, or Webster's Elementary ("blue-back") looked thirty or forty years ago. In the primary classes careful work in visualizing, and in the intermediate classes good thorough work with a good spelling book seems to be as necessary today as ever. It will do every teacher good to study the above questions. Do not answer them off-hand, you may wish to revise your answers.—*Western Teacher*.

IN the *Outlook*, Mr. William McAndrew has an article on "Reforming the Teacher" which ought to be placed in the hands of every member of a School Board in the land, as well as of every citizen interested in the cause of education. The

key-note of the article is the last sentence: "If the public will have better schools, let the public look out for the teacher." "The central and essential fact of a school," says Mr. McAndrew, "is the teacher, and everything else is accessory to this," and the way to reform our system of education and improve the quality of the teaching is to raise the character of the teacher. In no other way can reform be brought about and the way to improve or reform the teacher is to "ameliorate the causes that turn good men and women away from the work and prevent those in it from doing well." In other words Mr. McAndrew holds that the fundamental reason why our teachers do not receive that social recognition which is their due and why they do not do the high grade of work which is expected of them, is because the rewards are not sufficient to attract minds of the highest power. The remedy for a weak system of education lies not, he says, in attempting to exclude the unfit or in forcing those already in the work to improve themselves. These remedies have been tried and have failed. The only remedy lies in offering such rewards in the way of salary, of social recognition, of permanent employment as shall attract men and women of the highest character and ability. All other proposed remedies are superficial and do not strike at the root of the difficulty. Reform the conditions under which the teacher lives; the reform of the teacher will take place quickly enough.

"The educational horse to-day needs not so much the whip and spur as more oats."—*School Record*.

To acquire knowledge we have always been taught should be the chief aim of our lives. But that the chief aim of society has been to promulgate correct knowledge or to teach us constantly, cannot be successfully maintained, as the many inconsistencies society is guilty of clearly prove.

That the welfare of the many has always been subordinated to the mercenary interests of the few all history teaches, and if we could unlearn a great many inconsistent things we have learned, the world would be the better for it.

If knowledge is the priceless jewel we are taught, why has not the world honored and rewarded those who have made its diffusion the labor of their lives?

Where are the monuments that govern-

ments have erected to eminent teachers? What wealth or honors have they lavished upon them?

The inestimable services they have rendered the world have not been appreciated; ingratitude has been their reward. England has lavished more honors and wealth upon the Duke of Wellington alone than she has upon all her distinguished teachers combined. Where is the government that has not been guilty of the same inconsistency?

Where is there one that has not more than amply rewarded its generals and neglected its eminent teachers? Our generals are educated at the government's expense, well paid and well cared for while in service, and upon retiring are allowed a salary that is greater than a college professor receives for the best and most faithful service he can perform. The important and noble work of educating, refining and ennobling mankind is not appreciated, while the fiendish work of carnage, destruction and brutalizing men is. Still we claim to be correctly educated. Brute force and ignorance can fight and destroy, but knowledge alone can reap advantage from it and rebuild.

A member of the Legislature gets \$1,500 for 100 days' services while school teachers, who perform the most arduous and important work are glad if they can get the same compensation for three years' services. It is certainly more important to educate than to legislate, for without education legislation is useless as among an ignorant people the stern decrees of an aristocrat and an army to enforce them are far more effective.—*Buffalo Enquirer*.

If you were disposed last year to direct your teaching to the bright pupil, put that temptation behind you now. Know that he does not need you very much, that he will find out most things for himself, and that after all perhaps too much teaching might be a disadvantage. On the other hand, do not allow your awakened conscience towards the dull pupil to run away with your judgment. Give him his share of your attention, but in order to develop his lacking powers do not let a mistaken sense of duty induce you to plan your class work for him. Have special work to appeal to both of these types, but plan the main work to meet the needs of the average

child. Some one has said that God must have loved the poor people very much because he made so many of them. The teacher must think that the average child is much beloved, for he is strongly in evidence in every school house in the land. Plan for him then, for in so doing you are arranging to do the greatest good to the greatest number. Now when this planning is done, make up your mind to expect only average results from him. Do you not honestly believe that much of the daily friction, much of the nervous exhaustion of both teacher and child comes from expecting results beyond the child's capabilities? With only average intellectual powers, average persistency, and the same amount of enthusiasm, what right have you to expect extraordinary achievements? It may chance that in two particulars he is above average—in his power of making mischief, and his power of loving. If he is really affectionate, you are to be congratulated, for through this affection you can perhaps lead him out of the crowded ranks, into that small class of those "who do not need you very much."

Above all, remember it requires a teacher far beyond the average to teach the average child. After all is said the individual child must be kept constantly in mind, and the real teacher can do this, if her room is crowded.

"Thus should the teacher on each different boy,

A different method patiently employ;
Minds he should know; from different methods choose

That which is proper, and with patience use.

Then might he see and hail without surprise,

The stupid boy becoming learn'd and wise.
'Tis they whose art with all is just the same,

More often than their pupils are to blame;
Reserve this thought in your pedantic skull:

'The pupil through the teacher oft is dull.'

—*Educational Exchange*.

If the educational element in the country did not stand so near to zero as a political force there would be some satisfaction in the discussion, now going on, in regard to how our educational interests should be

have gained. He must put them in quite another frame of mind. Instead of reciters they must be made into thinkers. The power of the teacher is measured by his power to teach the art of thinking.—*Canadian Teacher*.

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key-note of the article is: "If the public will have the public look out for the central and essential factors in any particular case, Mr. McAndrew, 'is the thing else is accessory to the reform of our system of education. To prove the quality of the teacher, the character of the teacher, the way can reform be brought about to improve or reform the teacher, 'ameliorate the causes that turn and women away from the work and those in it from doing well.'" Mr. McAndrew holds that the fundamental reason why our teachers do not receive that social recognition which is their due and why they do not do the grade of work which is expected of them is because the rewards are not sufficient to attract minds of the highest power. A remedy for a weak system of education, he says, in attempting to exclude the unfit or in forcing those already in the work to improve themselves. These remedies have been tried and have failed. The only remedy lies in offering such rewards in the way of salary, of social recognition, of permanent employment as shall attract men and women of the highest character and ability. All other proposed remedies are superficial and do not strike at the root of the difficulty. Reform the conditions under which the teacher lives; the reform of the teacher will take place quickly enough. "The educational horse to-day needs not so much the whip and spur as more oats."—*School Record*.

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Where are the monuments that govern

FOR THE SCHOOL ROOM

THE "POLLARD" SYSTEM

There has been so much criticism of the Pollard Synthetic System of Reading, and that criticism almost invariably from those only slightly acquainted with the methods used, that it is a pleasure to have the opportunity of stating, as comprehensively as possible, what we have accomplished in the first two years. The conditions vary somewhat in the East from those in the West. There pupils do not enter under six. Here they may enter at five. Yet we are able to do about the same amount of work, although we well must go very slowly the first year. The first step is to interest the children in the story of Bess and Johnnie who visit their grandpa's farm. By means of stencils, pictures of different animals or objects to be seen on the farm are presented to the children and each picture stands for some sound, either vowel or consonant. There is also a little jingle, which the children delight in singing, accompanying each sound. Let me say at this point that pictures, songs, and stories are simply a means to the end, not really any means the system itself.

A Short *a* is the first vowel, in fact the first sound taught. Then come the consonant sounds which are finally combined with *a* to form family names. As *ap*, *at*, *ad*, and so on. From these words are built the words ending in *ap* belonging to the *ap* family, and so through various other terminations.

The children are delighted to make ladders of eight rounds and play that the letters are little boys climbing up and down.

Often the small and capital letters are both placed on the ladder, that we may know how the little boy looks when he is grown up. Thus, *a—A*. But still greater interest is shown as they mark the simple words and the easy stories which accompany them.

For the first three months only words containing short *a* are used. By this time the keys, so called, like *bl*, *cr*, *sp*, *nk*, and other consonant combinations, have been drilled upon, as well as the list of words containing such keys. With the other short vowels we are to use the same keys and thus new work and review work are presented at the same time. Formerly the

pupils marked the words in the speller and also in the primer. Now the primer is printed in large type and the pages are traced and marked on the tracing paper. The tracing is a pleasure to the children and as they are allowed to carry home neatly traced work, they try to be careful. The order of work is:

First:—Oral instruction; excerpts from the Johnny story; the development of new sounds; reasons for marking, etc.

Second:—Blackboard drill, each child having an opportunity to mark and sound all the words in the lesson and the sentences, if any.

Third:—Independent marking by pupils at their seats

Fourth:—Writing, from dictation, letters, family names, keys and words.

Fifth:—Recitation; pupils pronouncing and reading words and sentences in the lesson.

By the time the long vowels are reached the children are prepared to go much more rapidly, and may now take easy supplementary reading. The teacher will frequently hear at this point something like this: "Don't you think, Miss—that my little boy is getting along well with his reading? He gets the paper at night and finds out a great many words and reads them to us. He enjoys surprising us with the number he can tell." Of course the teacher is encouraged to find the children taking an outside interest in their work, and doing it independently. This is one great advantage in this system. The children rely upon themselves. They have something to do, and do it, and try to do it well. The lazy and the dull, unfortunately, we shall always have with us, but even if it takes two or three years for such ones to learn to read, they are independent at least.

And now, what have we accomplished for our first year's work? The children have marked and pronounced about three thousand words, almost all of them monosyllables. This has given them the power to find out many words of more than one syllable so that there is very little work for the teacher when they take up supplementary reading. They have also learned

a number of words in common use that cannot be marked according to any fixed rule, the English language unfortunately abounding in such truants. The children call them runaways and with great delight shut them up after they have been taught the marking.

By the appearance of the word they know from what family it strayed and its sound tells them where it belongs. Thus *been* is a runaway. It belongs in the *e* long family, but ran into the *e* short family. But this is not all we have gained; the enunciation is excellent, constant drill on the sounds and care on the teacher's part that there is to be no carelessness in making them indistinctly, makes the Pollard pupil easily understood. There is no excuse for any such pupil not reading clearly and distinctly unless there is some physical defect. Expression depends, of course, somewhat upon the teacher, but with the power the children have of recognizing words, and the amount of study that is done by them, the teacher's task is comparatively light.

Almost the first question asked by inquirers into the system is about the rules. Yes, there are a good many rules for marking, but we have only one rule at a time and plenty of time to digest it. For the first year the rules are simple and are no burden. Pity for the children is pity wasted, for they enjoy the work, and from the very first feel that they are working.

A great deal of the so-called busy work is not always a means of development, but simply to keep the children quiet. We aim at the accomplishment of real good, and a busy child won't disturb any teacher. Having had long experience in teaching, I can truly say that so far I have never tried any system so satisfactory in its workings as the "Pollard," for first or second grade.—
A. E. Lovell in the Normal Instructor.

THE GIFT OF FLAX

SARAH P. BRADISH IN SCHOOL EDUCATION.

"I want my supper," cried little Elsie.

"I want my father," said Gretchen.

A cloud passed over baby Fritz's sunny face. Mamma Katrina said he wanted his cup of warm goat's milk.

Still the father did not come. He had gone out early in the morning with the sheep and goats. Mamma Katrina said he

had gone higher up in the mountains to find better grass, and he would soon come home.

But he did not come that night or the next, or the next.

Two goats found their way back to the cottage and their milk kept the little children from starving.

The shepherd had been a skillful hunter and his house was well supplied with warm fur rugs. These the mother sold to buy food and fuel, when the north wind began to blow. No news came from the dear lost father all through the long cold winter. They thought some wild animal had torn him to pieces, or perhaps an avalanche, as it moved down the mountain-side, had crushed him beneath its weight of snow and stone.

But with early spring he came home alone. His sheep and goats were gone; his clothes were worn, his face was thin and pale. In one hand he carried a bunch of blue flowers, and in the other a measure of little brown seeds.

After the first joy of meeting, his wife was more sorrowful than ever, for she thought her husband had lost his mind as well as their means of livelihood.

But he was cheerful and happy, and seemed full of hope, as he showed the children the pretty flowers and told their mother about the gift of the seed.

All these things happened many hundred years ago, when people saw fairies and believed in gods and goddesses. This is the story the shepherd told, and his children still tell of the gift of flax.

The day the shepherd left home he saw a fine chamois on a crag not far above his head. Its horns glittered in the sunlight as it leaped from rock to rock. He took his cross-bow and started in pursuit. The beautiful creature was always in sight and always beyond the reach of his arrows. It led him on until he came to a great glacier, when it disappeared.

There was an opening in the glacier, and within the opening was a light. The shepherd went in boldly. He found a crystal palace within the icy walls. The ceilings were thickly studded with garnets. Beyond he could see beautiful groves and meadows. A tall woman stood in the hall. She was clad in silvery garments clasped at the waist with a golden belt. She held in her hand a cluster of flowers as blue as her

own eyes. On her abundant fair hair rested a crown of carbuncles. She was surrounded by beautiful maidens, whose heads were crowned with Alpine roses.

The shepherd knelt before the queenly woman.

She spoke to him kindly and asked him to choose for himself the best of all her treasures.

He begged the bunch of flowers in her hand. She seemed pleased at his choice, and said as she gave them to him: "You will live and prosper until these flowers fade. Here is a measure of seed. Sow it on your land and you will have many such flowers as these."

He was about to kiss her hand, when a peal of thunder shook the mountain and the palace was gone.

Only the rocks and glacier remained, but he still held in his hand the beautiful blue flowers, and the measure of seed was by his side. He took up the seed and the cross-bow and went back to look after his flocks. He could not find them. Bears and wolves had eaten them all up except a few fleet-footed goats. He had been a whole year in the mountains, while he thought he had spent a few hours, chamois-hunting. But he had the bright blue flowers and the measure of seed.

The children smiled, but their mother's eyes filled with tears as she touched her forehead to show that she now felt sure that her husband's mind had wandered.

The next day he plowed a field and sowed the seed. There was still seed in the measure. He plowed and sowed another field, and seed still remained. He plowed a third field, and had seed enough to sow it.

Soon the little green shoots appeared. The shepherd watched his fields day and night. When the little blue flowers unfolded the fields were so beautiful that even the unhappy wife rejoiced at the sight. Sometimes she helped him tend the flowers, and then they saw the lady of the mountain walking through the fields and blessing them. Now Katrina knew that the beautiful lady was the kind goddess Holda, and her heart was filled with thanksgiving while her face shone with joy.

When the flowers faded and the seed ripened, the goddess came again and showed the shepherd how to prepare the flax. Then she went into the cottage and

told his wife how to spin and weave the thread, and how to bleach the linen.

The shepherd and his wife gave seed to their neighbors, and taught them to cultivate flax. They grew rich, and gave employment to thousands of people. They paid generous wages. They lived to see their children, grandchildren and great-grandchildren around them. After many happy years the bunch of blue flowers began to wither, and the shepherd knew that his work was finished.

After a few days he again saw the crystal palace in the mountain, and the light beyond. He entered the door fearlessly, it closed behind him and he was Holda's guest forever.

But his children cultivated the flax and sent the seed to other countries, until it was known in all parts of the world.

When Columbus discovered the new world the little brown seeds were brought over in ships and the beautiful blue flax grew in America. Other uses were found out, and now whole fields of flax are grown in Minnesota for the seed alone. The seed is crushed in mills, the oil is taken out to use in mixing paint, what is left, called "oil-meal," is fed to cattle and sheep. But in the old country the delicate flax fibre is spun and woven into the finest linens and most delicate laces.

THE WORK IN ARITHMETIC

Could we say that the aim of arithmetical teaching is solely for mental power, then that text book would best suit us that had problems which require great thought regardless of the matter thought about. These might include arithmetical puzzles and problems in no possible way connected with life. On the other hand, we could say that arithmetical teaching is solely for a knowledge of facts related to life, then the text must contain problems growing out of real life, or problems very likely to do so. But, since all concede the two fold aim of this subject, is it possible to arrange the work so as to fulfill these two purposes? It can most certainly be done, provided problems connected with life can be made to yield the same mental power. I believe the same conclusion may be reached regarding this phase of arithmetic as was reached regarding the sciences, and that is that the practical phase of arithmetic may

be taught in a way to yield just as much mental power as a phase that is not practical.

Whether a pupil grows in the exercise of clear thinking depends more upon his teacher than upon the subject studied. We are, therefore, driven to the conclusion that much of the work now attempted in this subject should not be attempted at all. But the question arises, What should be taught and what should not? I should classify the topics found in the average old style book as follows:

1. *The Essentials — to be Thoroughly Learned*—The four fundamental operations, simple factoring, cancellation, common fractions with small denominators, decimal fractions, United States money, reduction of compound numbers, surfaces of rectangles, contents of rectangular solids, simple percentage, including profit and loss, commercial discount, commission and brokerage, simple interest and simple proportion.

2. *Of Less Importance—to be Studied Under Favorable Conditions.*—Greatest common divisor, least common multiple, addition, subtraction, multiplication and division of compound numbers, compound interest, square root, partial payments, partnership, mensuration of circles and triangles and longitude and time.

3. *The Non-Essentials—to be Omitted.*—Simple numbers over millions, long and difficult examples in common fractions, all arithmetical puzzles, the metric system (at present), taxes, insurance, problems in interest, present worth and discount, equation of payments, bonds, exchange, compound proportion, cube root and the rest of mensuration and the progressions.

Were the pupils of the grades well-grounded in the subjects mentioned in the first division, they would, in my opinion, be better prepared not only for life, but even for high school work than to have a smattering of all the subjects of the three divisions.

Only a few days ago an indignation meeting was held in the City of Washington, protesting against the system of education there. It was claimed that pupils graduating from the high schools could not perform the fundamental operations with anything like a tolerable degree of accuracy. If such a condition does exist, the people have a right to protest. They

have a right to demand that their children be taught some of the essentials well, even though some of the non-essentials be sacrificed.

Another trouble with our work in this branch is, I believe, that we try to force too much arithmetic down the children's throats in their immature years. We must remember that some maturity of mind is necessary, as well as good teaching, to complete in a satisfactory manner the necessary work in arithmetic for the grades. So while I would cut out much that is now in the book, I would not shorten the time to do the work, except at the lower end of the course. I should demand less of pupils of the first three grades. Pupils cannot complete the subject as it should be completed before the usual age of entrance upon high school work.

The *Educational Review* recently published an able article from the pen of Supt. Hancock of Durango, Colo., giving statistics on children's ability to reason. For second and third grades he sent out these problems:

1. Four yards make 12 feet, how many feet in one yard?
2. One foot equals 12 inches, how many inches in three feet?
3. Four pencils cost 16 cents, what will 6 cost?
4. Three boys cut a pile of wood in 6 days, how long will it take one?
5. One boy paints a fence in 8 days, how long will it take 4?
6. Three men dig a cellar in 6 days, how long will it take 2?
7. One pound of candy costs 12 cents, what will $\frac{3}{4}$ of a pound cost?

Two-thirds of a yard is 24 inches, how many inches in $\frac{3}{4}$ of a yard?

9. A boy lost 2-3 of his marbles and had 8 left, how many had he at first?

He received papers from 286 boys and 234 girls. Of these, the boys seven years old answered 40 per cent. correctly, and the girls seven, 37 per cent; the boys eight, 36 per cent and the girls eight, 44 per cent; the boys nine, 41 per cent and the girls nine, 52 per cent; the boys ten, 32 per cent and the girls ten, 36 per cent.

For pupils from the fourth and succeeding grades, he sent out three different series of questions. The following make up one of the series:

1. Twelve cords of wood are 90 feet long, how long are 8 cords?

2. Three men dig a well in 4 days, how long will it take 6 men?

3. Three-fourths of a dozen eggs cost 15 cents, what will 5 dozen cost?

4. Three-fourths of a measure of grain weighs 24 pounds, what does 3-8 of it weigh?

5. A storm broke off 3-5 of a tree; the part left was 30 feet high, how high was the whole tree?

6. Sixteen yards of silk cost \$48, what will 2-3 of a yard cost?

To these there were received papers from 690 boys and 783 girls. Boys nine years old answered 43 per cent correctly and girls nine, 38 per cent; boys ten, 53 per cent and the girls ten, 36 per cent; boys eleven, 54 per cent and girls eleven, 50 per cent; boys twelve, 60 per cent and girls twelve, 58 per cent; boys thirteen, 72 per cent and girls thirteen, 64 per cent; boys fourteen, 62 per cent and girls fourteen, 71 per cent; boys fifteen, 82 per cent and girls fifteen, 79 per cent.

These questions were sent to towns and cities in Colorado and California reputed to have good schools. Only about half of any set was given on one day, so that the element of fatigue could not affect the results. The object of Supt. Hancock was not to test the work being done in arithmetic in those schools, but to reach some conclusion, if possible, as to children's ability to reason.

After what we consider a reasonable examination, very often we conclude that the standing of the class is low because of poor teaching, or, if we ourselves are doing the teaching, we say it is because of their previous instruction; or we may attribute the low marks to a lack of ability in the class. Reflecting upon our experience with classes in this subject, and taking the observations made by Supt. Hancock, is it not more reasonable to conclude that we expect more power in children to do abstract reasoning than we have a right to expect.

What I contend for in this paper is that our arithmetical teaching shall tend more toward the practical. It need not necessarily be commercial, but it must smack of life. We must give up those beautiful theories we have of making partial payments, foreign exchange, etc., easy and attractive. I entered a fourth grade a few

days ago and found the pupils estimation the cost of shipping a carload of wheat from Kansas City to Chicago. They had found out the number of pounds usually hauled in a car and the price charged per hundred pounds. This, to my mind, is a good type of problems. Such a problem will never fail to elicit deep interest from the class.

"But," some one says, "what if Willie should be called upon to solve a problem in compound proportion some ten or fifteen years after he leaves school?" Still further he says, "Willie may be called upon to solve a problem or two in any one of the subjects treated in our arithmetic." This reminds me of the brave soldier who went out on the skirmish line where he might need to fight the enemy hand to hand. He carried a heavy rifle for long-distance firing, a lighter gun for short range, and pistols for close range, a javelin for hurling at his enemy, a saber for long thrusts and a dirk for close encounter. Thus he went forth equipped for every condition he might meet, but so burdened with his equipment that he had little strength left for fighting. Do you think this soldier could do as effective work as one who is armed with a single trusty weapon that he can use skillfully and rapidly, and on which he can always depend?

So, it seems to me, is the school boy who has been taught everything, but knows nothing with any degree of certainty. The tendency of this practical age is to small text books for study, with subject matter carefully graded and condensed. Such a text encourages the student to master its contents and not to treat it as a book of reference.

Dr. Eliot, at the Chicago meeting, uttered a sentiment which applies to this work in arithmetic. He said, "Do not give a child something to do which you doubt his ability to do." The consciousness of having accomplished something is an incentive to try something more difficult.—*H. E. Du Bois in Missouri School Journal.*

UNCONSCIOUS ERRORS

In unconscious errors lie our greatest dangers. Recent observations prompt me to call the attention of teachers to the following:

A. *Loss of time.* This is occasioned by

1. Lack of systematic procedure in changing recitations.
2. Want of plan in relating subject matter of successive recitations.
3. Discussing irrelevant matter.
4. Stopping the work to administer discipline.
5. Interruptions from pupils of study class.
6. Pupils entering or leaving the room.
7. Hesitancy of pupils in reciting due to poor preparation.
8. Inability of pupils to attack a lesson properly.
9. Indistinct enunciation and low tones of pupils.
10. Repetition of pupils answers by the teacher.
11. Absence of clearly defined purpose to be reached by the recitation.
12. The use of language unadapted to the comprehension of the child.

B. *Loose discipline.* This is shown in and encouraged by

1. Littered floors and smeared boards.
2. Untidy desks of pupils and teachers.
3. Disarranged bookshelves and closets.
4. Awkward posture of pupils, standing and sitting.
5. Disorderly lines and shuffling style of marching.
6. The absence of *definite kind* and *amount of work for study class*.
7. Inattention and listlessness of pupils reciting.
8. Lack of self-control—exhibited in temporary absence of teacher.
9. The slowness of pupils in accomplishing assigned work.
10. A supposed necessity for the use of sarcasm and "sharp" speech.

C. The *Ideal School* may be partially realized by an observance of the following suggestions:

1. Hold all classes strictly to the work in hand.
2. Test the knowledge of the pupils and determine the range and thoroughness of their preparation in every recitation.
3. Develop the power of attention and sustained concentration.
4. Leave nothing half comprehended by the class.

5. Rally the slow, stir up the indolent, restrain the over-zealous, encourage the timid.

6. Make such complete preparation that the recitation becomes a unit thoroughly related to pupils' present acquisitions and so developed that it naturally fits into what logically follows.

7. Vary methods by use of lesson-plans developed from sound principles,—plans in which the questions of the *how*, *what* and *why* have been mastered.

8. Teach pupils methods of attack in lesson-getting.

9. Insist upon some definite, specific home study, at least above third grade.

10. Appreciate the ideally regulated home in school government.

11. Make the physical environment an agency for cultivating both the ethical and the aesthetical elements of the child's being.

Emphasize in all ways the power and beauty of good manners—on the street, at public gatherings, toward ladies, etc.—*Exchange*.

WRITING IN THE FIRST PRIMARY GRADE

A practical teacher very aptly writes in an Eastern journal: It is yet the boast of many a teacher of a primary grade, that the child begins to write just as soon as he begins to learn to read. Reading, writing and spelling are taught simultaneously. Such a system appeals to those who have the subject of correlation strongly in mind. At least one part of such a system is open to criticism. For it is not founded upon sound hygienic principles.

It is conceded that the forearm movement in writing is desirable. This movement depends upon the existence of a well rounded muscle on the underside of the forearm. In the average child of six or seven years of age, this muscle is not yet developed. Hence it is a physical impossibility for him to write with the forearm movement. The result is that he wiggles his fingers in making the letters and from the beginning forms a bad habit of writing, which in but few cases is broken up and corrected in after school life and then only at a great expense of time and energy upon the part of both pupil and teacher. The teaching of writing too early in school life

is responsible for many of the poor writers in the grammar grades. Some of the most delicate nerves of the human body are in the ends of the fingers.

Nine primary children out of ten grasp the pen tightly. The result is often both an actual deformity of the first joint of the fore finger and a continued compression of the muscles of the finger tip. Much of the weariness and nervous irritation of many children is traceable to this source. In writing the child makes use of some of the smallest muscular movements used in school work. In many letters the pen passes over a distance of not more than a sixteenth of an inch. The primary child has not yet developed so high a degree of muscular co-ordination as this involves. He cannot throw a ball straight; can hardly climb a tree. Yet we put him at work, oftentimes in a poor light, on a set of minute movements which require a high degree of muscular co-ordination.

We are violating that important hygienic principle, so tersely stated by President G. Stanley Hall, when he says, that our muscular activity proceeds "from the fundamental to the accessory," that is, the large fundamental movement first, the small accessory movements last.

I believe we ought to do no writing with pen or pencil in the first year of the primary school. But, some one says, "writing serves as busy work and in our crowded schools with many classes we must have it." Must we have it at the expense of bad habits of work and the child's healthy development? By no means, there are many kinds of profitable busy work that may be employed which in no way work an injury to the child.

THE MAIDEN CROSSING THE CORNFIELD

ROBERT BRUCE, CLINTON, N. Y.

There is an eastern story, which has its version in many languages, of a beautiful damsel to whom a genius of surpassing power desired to give a talisman. He enjoined her to take her way across a field of standing corn; she was to pluck the tallest and largest ear she could find, but she was to gather it as she went forward, and never pause in her path or step backward in quest of her object. In proportion to the size and ripeness of the ear she gath-

ered, so would its power as a talisman be. She went out upon her quest, says the legend, and entering upon the field many tall stalks of surpassing excellence met her glance, but she still walked onward, expecting always to discover some one more excellent still. At last she reached a portion of the field where the corn was thinner and the ears more stunted. She regretted the tall and graceful stalks which she had left behind, and disdaining to pluck those which fell far below what her ideas were of the perfect ear. But alas! the stems grew still more ragged and more scanty as she trod onward; on the margin of the field they were rank and mildewed, and when she had accomplished her walk over the given field, she emerged on the other side without having gathered a single ear. The genius rebuked her for her folly, but we are not told that he gave her an opportunity to retrieve her error. This mystic fable may come in for use sometime in the schoolroom.

DRILL EXERCISE IN LANGUAGE

This drill from Tarbell's *Lessons* includes some expressions in which mistakes are often made, especially in conversation. These sentences are all correct. Have pupils repeat them aloud, and drill them on the expressions frequently, until they become familiar with their sounds and will use them from force of habit.

It is I.	It was I.
It is he.	It was he.
It is she.	It was she.
It is we.	It was we.
It is they.	It was they.
It isn't I.	It wasn't I.
It isn't he.	It wasn't he.
It isn't she.	It wasn't she.
It isn't we.	It wasn't we.
It isn't they.	It wasn't they.
Isn't it I?	Wasn't it I?
Isn't it he?	Was it not I?
Is it not I?	Wasn't it he?
Is it not he?	Was it not he?
Isn't it she?	Wasn't it she?
Is it not she?	Was it not she?
Isn't it we?	Wasn't it we?
Is it not we?	Was it not we?
Isn't it they?	Wasn't it they?
Is it not they?	Was it not they?

After *It is* and *It was* use *I, we, he, she, the, and not me, us, him, her, them.*

SCHOOL BOARDS

WASTE IN EDUCATION

REPORT OF SUPT. F. D. BOYNTON, ITHACA, N. Y.

FOR some time educators have believed that there is a great waste in our educational system. This waste appears chiefly in the first eight years of the pupil's school life; but that there is also waste in the secondary and higher divisions is equally true, as has been pointed out by such eminent specialists as President Elliott of Harvard, and President Harper of the University of Chicago.



F. D. BOYNTON

A careful study of school programmes discloses the fact that children are being taught the same thing at different periods. This repetition may be necessary in a few instances but is a sheer waste of time in others, and occurs not infrequently at the expense of accuracy. This is most notable in our study of arithmetic. It is believed that by avoidance of unnecessary repetition the present elementary programme can be materially shortened without decreasing the intellectual attainments or increasing the burdens of the pupils. In an attempt to enrich the elementary programme it has become overcrowded and glutted by the addition of a large variety of general subjects, many of which appear in the programmes of secondary and higher schools.

Against this there is setting in a reaction which insists upon a return to the es-

entials of both elementary and secondary education. The American teacher is not willing to adopt the methods of the lycee or the gymnasium, yet he is unwilling to believe that with American methods the American boy should be nearly two years in intellectual attainments behind the French and German boy of the same age.

Another source of waste is in keeping primary children in school for long periods. Last year when New York city found her facilities for the accommodation of children in the lower grades far below what were required, it was arranged that one-half the children in the districts should attend in the forenoon, the other half in the afternoon. It was surprising to find that the children thrived just as well intellectually upon a half day as upon the whole day in school. It not infrequently happens that primary teachers have as many as sixty pupils assigned them. The transition from no school to five hours a day is a strain upon the child that can be only approximately understood by adults. It is beyond possibility to concentrate the attention of these little ones for more than ten to fifteen minutes upon one line of thought. The primary teacher is therefore compelled to find relief in a frequent change of topic and to resort to various devices to keep one portion of her class out of mischief, while she attempts to instruct the other. For cases of this kind we have what is known in school circles as "busy work," a misnomer,—its more correct name would be "nonsensical work." It is a series of devices for keeping children out of mischief and is of little value for developing the child's mental or moral nature. By dividing the whole number of pupils into three groups of twenty each, allowing each group to appear during the first term for one hour, no two groups being present at the same time, it is believed that the immediate benefits that would follow from the adoption of shortened hours to the little ones, could hardly be estimated. Among them we should have to count more time for personal attention by the teacher; reduced danger to health from crowding and bad ventilation; reduced danger of crushing out

the child's spontaneity for long imposed restraint; the larger opportunity for parents to exercise their influence, since the child would be at home for more than half of the time; and the total disappearance of the nervous strain imposed upon the teacher by requiring her to hold in check a room full of tired, nervous and restless children.

One year ago, after the public schools had been in session for about three weeks, with the consent of the president and the Board, a notice was printed in our local papers announcing that a one-hour class would be opened in connection with the training department of the High School. The first fourteen children who responded to this notice were taken. During the remainder of the first term these children were in school for forty-five minutes a day. Later this time was extended to one hour, and in the spring quarter to one and one-half hours. The class was under the personal direction of Mrs. Jenkins. In the middle of the year a second class of about the same number was organized in the same manner. The children in both of these classes were considered as too young to enter the primary grades of the public schools. The first class did, without difficulty, the work of the first year and a part of the second year; and the second class made corresponding progress. These two classes still form the practice department for the teachers studying in our training department. The first class is doing the work of the first half of the third grade and the second class the work of the first half of the second grade. While one swallow does not make a summer, it can be maintained that the two classes with which this experiment is worked out, were not in any sense exceptional; and it is my opinion that any class of children in the primary schools of this or any other city can be divided into small sections on short time with the same satisfactory results.

With the consent of the Teachers' Committee primary teachers have this fall been instructed not to retain their pupils for a longer period than one and a half hours, unless the conditions of the school made a variation temporarily necessary. Thus far the plan has worked to their entire satisfaction.

SIX YEAR HIGH SCHOOL COURSE.

In July, 1895, at the Denver meeting of

the National Education Association, the department of secondary and higher education, appointed a committee to investigate and report upon College Entrance Requirements. This committee was composed of thirteen of the leading educators representing high schools and colleges, with Superintendent A. F. Nightingale as chairman. After four years of study, their report was submitted to the body creating the committee. From this report the following extracts are made:

"The most necessary and far reaching reforms in secondary education must begin in the seventh and eighth grades. Educators agree that these grades must be enriched by eliminating non-essentials and adding new subjects formerly taught in the high school.

"In our opinion these problems can be solved most quickly and surely by making the seventh and eighth grades parts of the high school, under the immediate direction of the high school principal. The seventh grade, rather than the ninth, is the natural turning point in the pupil's life, as the age of adolescence demands new methods and different direction. Six elementary grades and six high school grades form symmetrical units. The transition from the elementary to the secondary period may be made natural and easy by changing gradually from the one teacher regimen to department teachers, thus avoiding the violent shock now commonly felt on entering the High School. The High School teachers of language, science, or mathematics would do much to retain desirable students in the High School."

The Ithaca High School is peculiarly well adapted to the carrying out of this suggestion, inasmuch as the seventh and eighth grades now occupy rooms on the first floor of the building. In fact it may be said that the scheme is partially in operation since pupils of the Grammar School are permitted to take Latin, history and drawing, all high school subjects. Yet a further expansion in this direction is possible and highly desirable.

Few students leave school at the end of the sixth grade. They are prevented from doing so by the compulsory education law. By considering the pupils in the seventh and eighth grades as high school students, inspiration would be given to many to continue in school longer than under any other

plan. It would also, by permitting the correlation of the programme for the seventh and eighth grades with the ninth and tenth, save much time to the pupil. It has been estimated and theoretically proven that one year of the pupil's time could thus be saved without any loss whatever to his intellectual development and without increasing his present duties one iota. This change would permit the arrangement of a satisfactory secondary four years' program.

Since the change is so slight from what we now have and since the outcome would be so advantageous to both students and teachers, I recommend this change to your most careful consideration.

In closing this report of my "sabbatical year," I wish to thank the members and officers of this Board, and through them the teachers and people of the city, for their repeated expressions of confidence, and for their loyal support and co-operation.

RURAL SCHOOLS

AGRICULTURAL NATURE STUDY

BY PERMISSION OF THE SCHOOL NEWS AND PRACTICAL EDUCATOR

DO not put too many things upon one pupil, but divide the work and encourage each in making independent observations. The object is to get the pupil to study closely the things that are about him. Be particular as to accuracy on his part and that he keeps all the records of the work he undertakes.

TO THE PUPIL.

WHAT MAKES A MAN?—Three things fix a man's value in the world—his knowledge, or what he knows; his ability or what he can do, and his character, what he is. The school was intended to help you in all three.

HOW TO LEARN.—We read books in order to learn what others have thought and done before us, but neither knowledge, ability, nor character comes from books alone. We must also study the men about us that we may learn what others are doing now, and we must study the things about us in order to learn how Nature works and how we must take hold of things if we wish to succeed. The following experiments will give you a start and you will think of many other ways in which you can question Nature about what she is doing and so learn the best way of doing things.

HELPS.—Get along with as little help as possible. Do the work yourself. Record what you see and report to the teacher what you find. If help is necessary ask anybody that can give it—another pupil, a farmer in the neighborhood, your teacher, or write to the College of Agriculture, University of Illinois, at Urbana.

RECORD AND REPORT.—Keep a written record of all experiments that you perform and of all observations you make, such as the first snow, the last frost, when the birds come back, when the leaves are out and the apple trees are in blossom, how long the cattle are at pasture, and on what day it rains. Do this and you will be able to make an intelligent report at any time and you will be surprised to see how much more is going on about you than you had supposed.

WORDS TO BE LEARNED.—New words are coming into use every day, and we must learn their meaning. Some are hard and some are easy, but nothing is too hard for the American boy or girl.

WEATHER RECORD.

This is designed to draw attention to the climatic changes from day to day. It should be kept throughout the year.

The records should be kept in a book, using one page for each month. Rule the page like the model above, and assign one pupil with an alternate to keep it for one month. Next month let the alternate keep the record and appoint a new alternate. By this system of alternates the new pupil will become familiar with the plan and can act at any time in the absence of the other.

From the daily mean temperature have the pupils compute the mean for the month. Also have them keep a record of frosts for the fall and spring months and of any unusual occurrence, as hail or heavy thunder storms.

Form of Weather Record.*

DATE	TEMPERATURE				DIRECTION OF WIND			CLOUDS			RAIN OR SNOW		
	9 a. m.	NOON	4 p. m.	MEAN	9 a. m.	NOON	4 p. m.	9 a. m.	NOON	4 p. m.	9 a. m.	NOON	4 p. m.
1	60	70	65	65	N.	NW	W.	....	C.	C.	....	....	R.
2	50	65	65	60	W.	W.	N.	C.	C.	....	S.	....	....

* Explanation.—November 1, at nine o'clock the temperature was sixty degrees; the wind was blowing from the north; there were no clouds and it had neither rained nor snowed since the night before. At noon the temperature was seventy degrees; the wind was from the north-west; clouds had formed, but it had not rained since morning. At four o'clock the temperature was sixty-five degrees; the wind had changed to the west; it was cloudy and had rained since noon though the record would not show whether or not it was raining at exactly four o'clock. On the next day the temperature was lower, with wind shifting to the north; cloudy until afternoon with a snow flurry during the early morning.

Train pupils in the spoken and written explanation of the weather record from day to day somewhat as above.

EXPERIMENTS AND OBSERVATION WORK. FIRST MONTH.

CROP SERIES.—I. Collect fifty or more seeds of every farm crop grown in the neighborhood and of the five worst weeds. Put in envelopes, each labeled as in the form below:

Date
Name of collector
Name of plant
Where found
Size of plant
Color of seed

2. Why are these the worst weeds of your neighborhood?

3. Make drawings of at least five cultivated plants or weeds.

HORTICULTURAL SERIES.—I. Look at a bunch of grapes. How is each grape joined to the main stem of the cluster? Can you think of any other fruit which is borne in nearly the same way? Count the seeds in several grapes. Do they have the same number of seeds? Draw a picture of a

grape leaf as it lies before you, and mark in the large ribs or veins.

ANIMAL SERIES.—I. Observe horses and cattle at pasture. How do they move their heads in biting off the grass? Why do not horses bite it off in the same way as cattle do?

2. When a horse lies down, which end goes down first? When he gets up which end gets up first? How is it with cattle?

DEFINITIONS.

Weed—A plant out of place.

Shoot—The new growth of the year of grapevines.

Cane—The completed growth of the year of grapevines.

Molars—The back teeth.

SECOND MONTH.

CROP SERIES.—I. How many rows on an ear of corn? Is the number odd or even? About how many kernels on a medium ear? What is the color of the cob in white corn? In yellow corn? How many ears of corn in a bushel? What is the legal weight of a bushel of ear corn? Of shelled corn? How many kernels are usually planted in a hill? How many stalks do you find now in one hundred hills? How many of these are barren?

2. What varieties of corn are grown in your neighborhood?

HORTICULTURAL SERIES.—I. Cut an apple in halves from stem to blossom end. Make a drawing of one of these pieces showing all that you can see on the cut surface. How many parts of the apple can be seen in this drawing?

2. Take a second apple and cut it in halves, having the stem end on one half and the blossom end on the other. Make a drawing of the cut surface as before. Is the core one big cell for the seeds, or several smaller ones? How are the seeds placed and held?

ANIMAL SERIES.—I. When a chicken is killed for dinner get the crop, carefully cut it open and make a record of all you find inside.

2. Feed one or more pigs, measure all corn eaten during the month, and if possible weigh the animal and record his gain, and the corn eaten for each pound of gain.

DEFINITIONS.

1. *Variety*—Those plants or animals that are near enough alike to have the same

name, yet so different from others as to need a name of their own. Example: Leaming corn. Ben Davis apple. Short-horn cattle.

2. *Legal Weight*—The weight as fixed by law.

3. *Barren*—Not bearing seeds or young.

4. *Carpel*—The seed cell of the apple.

5. *Crop*—The first stomach of a chicken or other bird; also, corn, oats, etc., grown upon a field.

THIRD MONTH.

CROP SERIES.—I. What insects have damaged the crops of the year in your district? Describe the damage and the extent of the loss.

HORTICULTURAL SERIES.—I. Stick a pin into a rotten apple and then into a sound one. Put the sound apple away and look at it every few days. Record what you find.

2. Plant a bean seed in a box of moist earth. Keep a record of the time it takes to send its sprout up to the light, then measure its growth every two days and keep a record of it.

ANIMAL SERIES.—I. Find how much a horse will eat in a month, and what it will cost to keep him a year.

DEFINITIONS.

Rot—The effect of minute plants that get in through some crack or wound in the skin or bark and grow as parasites.

Parasite—A small plant or animal that lives and feeds upon a larger one. Examples: apple rot; the dark scabs on apples; warts on the hands; lice on cattle.

Energy—That property of food that gives strength or power to do work.

FOURTH MONTH.

CROP SERIES.—I. Make a map of the school district and lay off the farms.

2. How many acres of wheat were grown in each farm this year and how many bushels did it yield per acre? The same for oats and corn or for any other three principal crops.

HORTICULTURAL SERIES.—I. Study the pines and spruces. What is the shape of evergreen leaves? Do evergreen trees ever shed their leaves? The pines bear their leaves in clusters. How many leaves in

each cluster? Are there the same number of leaves in the clusters of each pine tree you have examined?

2. Make a collection of several kinds of cones. Open some of them and find where the seeds are hidden.

ANIMAL SERIES.—Find some man who is feeding a bunch of steers. Make a record of the following:

1. How many in the bunch?

2. How many are red? How many roan? How many black? How many spotted red and white? How many spotted black and white?

3. How much does the whole bunch eat each day?

4. Which ones are fattening best?

5. How many hogs are feeding with them?

DEFINITIONS.

Evergreens—Those plants that keep their leaves all the year.

Cone—The scaly seed case of pines, spruces, and most evergreens.

Protein—The nitrogenous part of food either for animals or men—the part that makes muscles, nerves, brain, etc.

Nitrogen—One of the fourteen elements necessary to life of either animals or plants.

FIFTH MONTH.

CROP SERIES.—I. Make a plat of some farm in the school district. Write a description of its fields, fences and buildings with the crops produced and live stock kept, and a history of its settlement and changes in ownership.

HORTICULTURAL SERIES.—I. Why do flowers and leaves wilt when picked? Do plants drink water? How?

2. Take a white flower with a stem two or three inches long and put this stem in a bottle containing red ink. Look at it after it has been in the ink a few hours and write down what you see. Draw a picture of what you see.

ANIMAL SERIES.—I. What animals on the farm will eat sliced apples? What animals might choke on whole apples or potatoes? Why?

2. How many teeth has a cow and where are they? Compare with the horse and sheep.

3. How does a horse handle his feet in walking? In trotting? In pacing?

DEFINITIONS.

Transpiration—The loss of water through the leaves of plants.

Fetlock—The first joint above the ground on the leg of a horse, cow or hog.

Pastern—The space between the fetlock and the hoof.

SIXTH MONTH.

CROP SERIES.—1. Test the vitality of seed corn saved for next season's planting. To do this take five kernels from each of twenty ears. Fill a common plate with soil, and cover with three or four thicknesses of coarse cloth. Moisten soil and cloth well. Lay the one hundred kernels on the cloth, cover with another plate turned bottom up to keep in the moisture and set in a warm place. Examine every day and keep moist. At the end of six days count the kernels that have sprouted and estimate the per cent of the seed that will grow. In the same way test the vitality of weed seeds collected the fall before, only give more time for sprouting when necessary.

HORTICULTURAL SERIES.—1. Pour some boiling water on bean seeds. When they swell remove the skin, split the bean, and draw a picture of the inside of each half. What is the little growth between the halves, and what would it have become if planted? Make drawings of other beans after being planted in moist soil five days?

ANIMAL SERIES.—1. How many toes has a chicken? Dog? Horse? Pig? Sheep?

2. Will pigs eat hay? Meat? Ashes?

3. Write the biography of some successful stock breeder or feeder in your neighborhood.

DEFINITIONS.

Vitality—The power to grow.

Plantlet—A very young plant.

Cotyledons—The first leaf or pair of leaves.

Stock—Horses, cattle, sheep, pigs, or other large animals kept on the farm.

Biography—The story of a person's life.

SEVENTH MONTH.

CROP SERIES.—Make the following germination experiments:

1. Fill a box with good soil. Put a few seeds of corn, oats, and beans in one

corner one inch deep. In another corner plant an equal number three inches deep; in another six inches deep, and in the other ten inches deep. Record time of coming up of each kind of seed and from the different depths of planting.

2. Put a half dozen kernels of corn in each of three bottles. Fill one bottle half full of water from the well, another with boiled water, and the third with castor oil or machine oil. Set in a warm place. Record what happens and explain.

3. Put a half dozen kernels of corn on each of three plates. Cover one with an inch of moist soil, another with wet clay mixed into an even dough, and the third with putty, well mixed. Keep moist by sprinkling on top every day. Record time and manner of coming up. Set in a warm place but do not cover.

HORTICULTURAL SERIES.—1. Mark a bud on an apple tree and one on a grape vine by tying a string about the branch above the bud. Keep a written record of all that grows from each bud. This means that you must watch these buds from March until September. Try to make a drawing of each about once a month.

ANIMAL SERIES.—1. Why does a hen eat gravel? Does a hen have hair? A sheep? Does a hog have wool?

2. How much did the bunch of steers sell for that you examined in December? How much did the feeder get a bushel for his corn? How much would he have gotten for his corn if sold in the market? Watch for the first robin.

DEFINITIONS.

Germination—The beginning of growth in a seed—the same as sprouting.

Budding—Putting the bud of one plant beneath the bark of another to grow there.

Grafting—Inserting a twig from one tree into another branch to grow there.

Stock Yards—The city market where fat animals are sold. The Union Stock Yards in Chicago are the largest in the world, covering over two hundred acres.

EIGHTH MONTH.

CROP SERIES.—Keep a record of the following:

1. When the first robin was seen.

2. When grass was sown in the neighborhood.

3. When the grass first shows green.

4. What tree first shows green, and when.

5. When the apple blossoms are out.

6. When the first insects fly.

7. When oats are sown, and how long before they come up.

HORTICULTURAL SERIES.—1. This is the month for making garden. Dig up a small bed inside the fence in the school yard, or at home. Spade it up deep, and break the soil into fine particles. Put in some sweet pea seeds, about two inches deep. After they are several inches high take out the little plants that are too much crowded, allowing those remaining to stand about six inches apart. Do not water your flower bed, but rake the bed every few days. This will keep the water in the soil well covered with dust so that it cannot dry out. Put in some bachelor button and larkspur seeds along the edge of the bed. Take good care of your flower bed and you will be repaid by many flowers.

2. Do not forget to look at the grape and apple buds which you marked in March. Be sure to make drawings each month.

3. Make a drawing of an apple blossom and name the parts.

ANIMAL SERIES.—1. Examine the incisors of a lamb or a colt, a yearling and a two-year-old, and make a record and drawings showing the difference. Can you learn to tell the age by the shape and size of the teeth?

2. Does the same hen sometimes lay white eggs and sometimes colored? Are those from the same hen always of the same shape and size?

DEFINITIONS.

Radicle—The part of the sprouting seed that goes downward and makes the root.

Plumule—The part of the sprouting seed that goes upward and makes the stem.

Petals—The colored, leaf-like parts of the flower.

Corrolla—The small green leaf-like parts just outside the petals of the flower.

Pollen—The dust, generally yellow, from flowers, and is the male element of plants.

Ovule—The part of the flower that becomes a seed if pollen gets to it.

Tassel—The part of corn where the pollen grows.

Silk—The female element of corn.

Incisors—The front teeth.

VACATION WORK.

Some of the best things can be done in vacation, especially in the fields and in the orchards and gardens. Do not try to do all, but some of the following:

1. Cover a half dozen ears of corn with cloth or heavy paper sacks. Do this as soon as the silk starts. Have the sack long enough to give the ear plenty of room and tie closely about the stalk so that no dust can reach the ear.

Plant a hill of corn alone in the garden at least ten rods from any other corn. Note effect on the ear.

2. Count all the good heads of oats on a spot of ground a foot square. Count all the blasted heads on the same spot. Do this on five such spots and calculate the percentage of smut in the field, and the loss per acre in bushels.

3. Find a place where white and yellow corn are growing side by side. Then find where there are the most mixed kernels—at the butt of the ear, along the middle, or at the tips.

4. Find the greatest number of oat stalks growing from a single root.

5. Make notes on growth from the buds marked on the grapevine and apple tree. Care for the flower bed and keep a record of how many flowers you grow.

6. Collect flowers, leaves, or small plants that interest you. Put them between several thicknesses of newspaper. Put one above another with a board on top, and put on brick or stone to press them. Open and change papers every day or two until they are dry, then lay away between sheets of plain paper, such as is used at the store for wrapping parcels.

If you want to do it in the very best way have the sheets 11½ by 16½ inches. Bend the plant to this size before drying, then when dry fasten to the plain sheet with strips of court plaster or sew on with thread. Also write on one corner of the sheet the following:

Date
Name of collector
Name of plant
Where found

If the state of Texas were dug out forming a lake, and the republic of France placed as an island in the lake it could not be seen from the shore.

EDITORIALS

THE teacher or the school that gives to the boy or girl the sense of duty and the strength of determination to do well whatever his hands find to do, lays for him solid foundations for his success in life and fits him for true citizenship. Better by far that he be taught this principle of human progress, than that he be given much definite knowledge of book matter.

* * *

INSPECTOR LYTLE of the Regents' Office has arranged for an exhibit, at the holiday meeting of the Associated Academic Principals, in December, of the work done in history in the schools of the State. He requests that all schools having samples of successful work in this line in the way of note books, written topic papers, etc., communicate with him that the exhibit may be as complete and helpful as possible.

* * *

THE educational tide is setting in towards eliminating Latin and Greek from the curriculum of the public schools and substituting German, French and Spanish in their places. There is comfort in this to the Christian Brothers schools, which have so recently been denied by their superior the right to teach the classical languages. Reforms, however urgent, must come slowly in the public schools, managed and supported as they are by the masses. The private schools, on the other hand, can enter upon such a reform undertaking with comparative swiftness.

* * *

To stimulate the pupil's thought along lines of the subject taught is much more the work of the teacher than to give him knowledge of the bare facts of daily lessons. The rhetorical and grammatical exactness of the author's lines, his manner of reasoning or his power of language, are good to understand and know. To live with him, love his ideals, appreciate his motives, see the beauty and understand the suggestions of his descriptions—become imbued with a desire to know him, is what is needed to be aroused in the pupil. Subject matter is only the bare material with which the teacher stirs the current of the pupil's thought, stimulates him to inquire farther for himself.

WE carry as our leading article in this issue a most clear and intensely interesting exposition of the aim and methods of the work in the practice department of city training schools, by Prof. M. A. Bailey. Professor Bailey seems to think that the ideal condition as regards practice work has been reached in the plan in vogue at the New York City Training School for Teachers, with which he is connected. The pupil teachers are sent out to various schools and subjected to the oversight and criticism of teachers other than those under whom they have observed.

As for ourselves we prefer the plan in practice in Albany or elsewhere. In these places the teacher under whom the pupil-teacher observes is the critic teacher and the regular class teacher as well. Is it not possible that our New York friends having made a virtue of necessity owing to the impossibility of finding practice work for their large class in any one school, are disposed to look upon that plan as the best for all conditions?

In Albany where either plan is possible, the pupil-teacher observes and teaches under and is criticised by the same teacher who is also a regular class teacher.

The advantages of this plan are that the critic teacher is doing regular work, with the average class, such as the pupil-teacher will be called upon to do after graduation. Further, she is capable of presenting good model lessons as well as intelligently and helpfully criticising and estimating the work of the pupil-teacher. In all this it is assumed that the teachers in the training school are chosen for their fitness as instructors and as critics.

The objections to the New York plan are—first, that a different person is the critic from the one giving the model lesson, and that the aim, idea and plan of work of the teacher under whom the pupil practices may be materially different from that of the model teacher and perhaps somewhat lower in its standards; second, it may be difficult in some cities to secure a sufficient number of teachers, outside of the regular training school, whom it is wise to intrust with passing judgment upon as well as stimulating and correcting pupil-teachers, who have spent months or years under model teachers working according to the highest educational ideals.

FREE HIGH SCHOOLS

ONE of the most important educational questions before the people of New York State is that of providing free high school privileges universally. Ours cannot be truthfully called a free school system until all alike, regardless of location of residence, enjoy the rights of a free academic as well as a free elementary education.

The question is not a new one. In other States it has been proposed and solved. It has already been proposed by the people of New York State, and from present indications, the hour of its solving seems at last to have struck. The movement, thus far, perhaps, owes its inception and its greater progress to the people, and the rank and file of school men and women. It has needed leaders—to-day leaders are one by one becoming convinced that a mighty issue in educational progress is at hand, and are joining their strength and influence to the cause.

At the recent Newburgh meeting of School Commissioners, Com'r Edwin R. McDonald is reported as saying that Sec'y Parsons of the Regents is not in favor of this movement in this State. We can say, on authority, that Com's McDonald is in error, for Sec'y Parsons is in favor of the movement, unreservedly. We can also say that the State Department is in favor of it. With a combination of so great strength, backed by the teachers of the State, immediate results are sure to come.

Several plans of accomplishing this condition in our school system are already being discussed, probably the best ones being a modification of either the Nebraska plan, or that in vogue in Minnesota. The former provides for free tuition to all eligible

pupils, in high schools now existing, compensation, in that State, being made to districts wherein high schools are located by the county, public taxes being levied for that purpose. The rate of tuition is fixed by law, and the school is first approved by the State Superintendent. The pupil must also have a certificate from the County Superintendent that he has passed a certain limit of elementary work, before he is deemed eligible. This has had effect of toning up the whole State system of education.

In Minnesota the plan of opening city high schools to pupils, unreservedly, the State providing for compensating the cities, is now followed. This has the tendency to give the State further control of the high schools, and thus unifies more the State system. Either plan, modified, perhaps, can well be considered.

It was Huxley's ideal of a free school system, that it should be free from the gutter to the university. His ideal may never be realized, but there is another ideal, long ago fixed in the thinking popular mind, that in this State can be realized—a free education to all-comers from the beginning kindergarten through the high school.

The free school system as it stands in this State is incomplete. Because of location of residence many deserving young men and young women, from the localities that have in the past supplied the backbone and sinew of the nation are barred from educational privileges. The educator who shall have a part in this work of completing the system, will ensure for himself the acclaim of the future—for this is a movement that carried to the final issue will make important history in educational matters.

IN THE STATE SUPERINTENDENT'S OFFICE

At the beginning of the present year half-day sessions were instituted in the public schools of Rochester. The patrons of School No. 36, in that city, did not approve of the plan and filed a petition asking the board to resume the whole-day sessions. The change had been made in nearly all first grade and kindergarten departments of the schools of the city. An appeal has been made to State Superintendent Skinner in the matter by the patrons to test the legality of the action of the board, and a test case will be made to determine whether a board of education has authority to establish half-day sessions as a regular thing

in a school system. The answer of the board has been filed, and the points are given below:

1. The plan completes the adjustment of the length of the daily session to the strength and mental development of the child.
2. The change greatly improves the physical conditions under which teachers and pupils work. In few cases are there more than twenty pupils in a room at a time.
3. The efficiency of instruction is increased.
4. The plan makes no discrimination between children of the same development, giving them all exactly the same hours of instruction.
5. The plan was not intended to secure, nor has it resulted in, any material economy in the teaching force.

6. The unsuitable and unhealthy annexes, complained of by the state department, have been largely done away with by the adoption of this plan.

7. The course of study laid out for the first grade is not defective, since it provides all the instruction the children can properly assimilate.

8. The plan is already in successful operation in other cities of New York State and, if illegal in Rochester, is illegal elsewhere.

9. The petitioners make their appeal before the plan has been given a fair chance to justify itself; it had actually been in operation three weeks when their appeal was made.

The decision of the State Superintendent is awaited with much interest, as several cities in the State have already employed the half-day session in their school system.

In memory of his wife, Lysander W. Lawrence, of New York City, recently had constructed at his own expense a school building at Palenville. This building is one of the finest in New York State, and cost \$40,000. It was completed and ready to be opened about the middle of September, but owing to a deadlock in the board of education in the matter of selecting a principal for the school, was not likely soon to be opened. An appeal was finally made to State Superintendent Charles R. Skinner to remove from office Trustees Philo Peck and Obadiah Adsit, who refused to vote for the election of Orlando F. Payne as principal of the school. Superintendent Skinner did not pass upon the question of removing these trustees nor upon who were censurable for the existing deadlock, but decided that unless the school was opened by November 7 that he would open the school and appoint the principal.

Superintendent Skinner has issued college graduate certificates to the following named persons: Mabel Virginia Root, Catskill, N. Y., Cornell University, 1897; Minnie Belle Woodworth, Newark, N. Y., Syracuse University, 1893; Agnes Lydia Rogers, Wellsville, N. Y., Alfred University, 1897; James Seth Cooley, Glen Cove, N. Y., Williams College, 1869.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements, November, 1900

COLLEGE DEPARTMENT.

The report of the College Department for the year ending July 31, 1900, will show that during the nine years in which the medical licensing examinations have been held, 5,600 physicians have been examined, of which number 1,229 or 21.9 per cent. were rejected. At the dental licensing examinations, which have been given for five years, 1,070 dentists have been examined, of which number 232 or 21.7 per cent. were rejected. At the veterinary licensing examinations, which have also been held for five years, 81 veterinarians have been examined, of which number 36 or 44.4 per cent. were rejected. During the four years in which examinations for expert public accountants have been held 62 have been examined,

of which number 30 or 48.3 per cent. were rejected.

In these statistics each candidate who fails is counted as often as examined.

During the last year, in medicine, 710 old school candidates, 58 homeopaths and 24 eclectics have been examined. There were no failures in the case of graduates of five of the New York medical schools, and in only three of the New York schools did the per cent. of accepted candidates fall below 90.

In 1900, of the 154 examined in dentistry, 126 received licenses; of the 14 examined in veterinary medicine, 12 received licenses; of the 16 examined in public accounting, 8 received certificates as certified public accountants.

HIGH SCHOOL DEPARTMENT.

Hereafter, till further notice, principals will not be required to report students not members of their schools who fail at regents' examinations. This change is made at the request of many principals.

In criticisms of question papers at future examinations principals should state explicitly the questions which are objectionable. They should also report on the blank for criticisms of question papers the time devoted in each subject by weeks and periods to regular classroom instruction.

HOME EDUCATION.

Traveling libraries. During October 59 study clubs have received traveling libraries for study of their special subjects, 18 schools have had libraries for classroom work and for reference, and 23 collections for general reading have been sent to small libraries and communities without a library. In addition, libraries have been placed in an orphan asylum, an industrial school, a hospital and in four philanthropic or club organizations connected with churches. Inquiries and application for books on agriculture indicate growing interest in that subject on the part of farmers.

Traveling pictures. The change in the plan of lending wall pictures as outlined last year, has been put into effect. By the present plan, the pictures are lent for the academic year, instead of for half the year as formerly, and the fee is now \$1 for each picture. Transportation both ways is paid by the state. During October 95 wall pictures were sent to 14 schools and 2 libraries, 1,166 lantern slides to 7 schools and 5 clubs, and 545 photographs to 4 schools and 2 clubs.

Study clubs. During October the following clubs were registered: Addison literary club, Albany Aquewa club, Canastota Pari Passu, Carthage die Zwolf, Brockport History club, Geneva Catherine Foster Hopkins art club, Lysander Monday club, Middletown study club, Oswego Bookwomen, Palmyra King's Daughters study club, Pawling Shakespere club, Randolph Enquirers' club, Friendship Musical literary club, Rochester Woman's missionary society, Brownville study club, Goshen reading circle, Troy Clío assembly, Cape Vincent study club. 409 clubs are now registered on the University lists.

STATE MUSEUM.

The conclusion of the field season of 1900 brings a number of important pieces of work to completion for discussion in the museum reports.

Zoology.—In zoology an important work has been done by Prof. James L. Kellogg of Williams college in his study of the biological and commercial relations of the hard and soft clam and scallop in the waters of New York state.

The catalogue of the birds of New York state, undertaken by Dr. Marcus S. Farr, has made important progress and the first edition will probably be ready for publication within six months. Various important minor studies have been made by observers in different parts of the state.

Geology. In geology the survey of the crystalline rocks of the Adirondack region and of the Highlands area of southeastern New York has made rapid progress and the results are now available for the new edition of the large geologic map of the state, which will go to press before the close of this year. Important work has been done in the quarternary geology by Dr. J. B. Woodworth of Harvard university and Prof. H. L. Fairchild of the University of Rochester.

Concentration and exhibit. The appropriation of \$20,000 made by the legislature of this year for repairs and improvements in Geological Hall is now being expended in the installation of a steam heating plant and various repairs and new features which will greatly aid the work of the museum and permit the concentration of the departments of the state botanist and the state entomologist in the same building with the department of geology.

The director of the museum will have charge

of the scientific exhibit of the state of New York at the Pan American exposition, in which several departments of the museum will be represented, with much benefit to the citizens of the state and all visitors to the fair, from the scientific and educational standpoints.

Entomology. Plans are being formulated for an entomologic exhibit, in connection with other divisions of the New York state museum, at the Pan American exposition. A small synoptic collection, one representing many of the more important economic insects causing trouble in the house, field or forest, together with examples and illustrations of their operations, and a collection showing something of the history and work of the office, will be some of the principal features of the exhibit.

The state entomologist recently received some genuine Californian "Smyrna" figs which were grown and packed by Geo. C. Roeding of Fresno, Cal. The samples were equal to the very best imported figs. This marks another triumph for applied or economic entomology. These figs can not be produced in perfect condition without the aid of a minute insect commonly known as a fig wasp. It was through the agency of the United States Department of Agriculture that this insect was imported and after repeated trials established in California. It is now quite possible that the production of the Smyrna fig may become one of the prominent fruit industries of that favored state.

IN THE SCHOOLS OF THE STATE

TEACHERS' INSTITUTES

SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
Dec. 8	Chemung	.....	Horseheads	Sanford	Miss Rice	Miss Collier
" 8	Broome	2	Union	Shaver	Miss Rice	.....
" 8	Tompkins	1	Trumansburg	Williams	Miss Rice	.....
" 8	Saratoga	1	Ballston	Smith	.....	Miss Collier
" 8	Oneida	3	Verona	Hull	.....	Miss Collier
" 10	Ulster	2	Rosendale	Sanford	.....	.....
" 10	Delaware	2	Walton	Shaver	Miss Rice	.....
" 10	Steuben	2	Addison	Williams	Miss Rice	Miss Collier
" 10	Niagara	1	Middleport	Smith	.....	Miss Collier
" 10	Steuben	3	Canisteo	Hull	Miss Rice	Miss Collier
" 17	Monroe	1	Webster	Sanford	Miss Rice	.....
" 17	Otsego	2	Oneonta	Shaver	Miss Rice	.....
" 17	Montgomery	.....	Canajoharie	Williams	.....	Miss Collier
" 17	Orleans	.....	Albion	Smith	Miss Rice	Miss Collier
" 17	Saratoga	2	Saratoga Springs	Hull	.....	Miss Collier

AT LARGE

The Hudson River Schoolmaster's Club will hold its ninth meeting in Albany, November 16-17. The following program has been prepared and the event promises to be interesting and profitable: The evening session will be held at the Hotel Ten Eyck, Prin. John G. Wight of the New York Girls' High School being the guest of the evening. He will address the meeting, the theme being "The Teacher's Burden." Dr. H. L. Taylor will give an illustrated talk on "Paris and the Exposition of 1900." The Saturday morning conference will be held at the

Albany normal college. "Manual Training in New York Schools, Its Present Condition and Future Possibilities" will be discussed as follows followed by the other numbers of the program: Manual Training in the Primary Schools, Sup. George Griffith, Utica; Manual Training in Secondary Schools, Prin. O. D. Robinson, Albany; Manual Training in the Normal School, Technical (Professional) Schools of Free, Henry L. Taylor, Albany; Technical Schools of New York State; Business education, its condition in New York state as compared with other countries, and its future possibilities in the subjects and time they should begin an

New York schools, Inspector I. O. Crissy, Albany.

In the October *Cosmopolitan*, Prof. Edward S. Holden has a strong article on the needs of training boys and girls of our public schools in the principles of honor and honesty.

Comptroller Coler of New York City is quoted as asserting that rudimentary education in the schools is being neglected, too much attention being paid to so-called higher education in the high schools.

Dr. Robert Ellis Jones, president of Hobart College, gave an address recently before the New York Schoolmasters' Club, upon the subject of the "Alleged Impracticability of the College Graduate." He took as his theme the expression of the late Collis P. Huntington that a college training resulted in a dreamy idealism which unfitted the graduate for practical life, and discounted his chances for being a successful business man. Dr. Jones, among other things said: "If college men are commercially inefficient, as Mr. Huntington said, it is not because culture paralyzes practical capacity, but because some of the social and economic tendencies of our colleges are at war with social common sense. The college must devote itself to the guidance of advanced adolescence to that sane and self-directed manhood to which the world lies open; it must adapt all its agencies, social and unofficial as well as academic, to the fulfillment of this purpose; must test every classroom method, every student custom, every article of its social code, by their educational tendency, by their conformity with reality, social sanity and fitness for practical life."

The report of the Associate Superintendent of Education, who represented the local school system of New York City at the Paris Exposition, in the matter of the educational exhibit of the United States, is very flattering. He says in his judgment the United States exhibit was above and beyond all other exhibits, and attracted much interest among the continental visitors to the exposition.

In a recent sermon at Rome, N. Y., Bishop Spaulding said: "If we are to have a race of enlightened, noble and brave men, we must give to woman the best education it is possible for her to receive. She has the same right as a man to become all that she may be, to know whatever may be known; to do whatever is fair and just and good. In souls there is no sex. If we leave half the race in ignorance, how shall we hope to lift the other half into the light of truth and love?"

The secretary of the faculty of Cornell University has given out the following list of successful candidates for scholarships: Carrie Louise Allen, arts, Buffalo; Daniel Martin Bucklet, Millbrook; George Willbert Collis, Burgen; Clarence Augustus Dawley, Everett; S. William Jamison, Buffalo; Ernest Wilbur Jones, Johnstown; Frank Korn, Dunkirk; Roy Henry Kipp, Shortsville; Walter Hamlin Kniskern, Deposit; Frank Davis Mitchell, Mount Vernon; William Neff, Walton; Robert Rankin, Ithaca; Frederick M. Mansfield, Brooklyn; Harland Bryat Tibbett, Ithaca; Burr Upton, Ithaca; Carrie Adele Warshawsky, Rochester; Louise Rose, Mansfield; Avick Wall, Brooklyn.

The freshman class of Hamilton College has elected the following officers to hold for one term: President, H. O'Brien; vice-president, Richard Sherman; secretary, W. Ferguson; treasurer, Russell Wicks, Jr.

It is a distinct honor to Prof. William Henry Carpenter, head of the department of Germanic languages at Columbia University that he has been made a member of the Society of Dutch Letters at Leyden. Only five other Americans have ever been thus honored.

Some \$75 worth of biological apparatus and \$200 worth of physical apparatus has been added to the equipment of the Plattsburg Normal School.

One of the professors in Amherst College writing to a friend in Cortland says: "I have come to regard with great interest the type of men Amherst has received from the Normal school. They are always sturdy and reliable, and most of all are in dead earnest." This is certainly a compliment for the Cortland Normal men who have gone to Amherst and the best of it all is that it is true. There is certainly an opportunity for Amherst to know the Cortland Normal students, for she has had a great many of them.

COUNTIES

Albany.—The Albany school exhibit at the Paris exposition has been retained by Howard J. Rodgers, director of the educational and social economy. He sent a letter to the Albany board of education praising the work done by the Albany school children very highly. He stated that foreign educational men had asked for specimens of their work.—Supt. Cole is much pleased with the success of the new course in English recently introduced in the Albany high school.—Secretary Heberd of the state board of charities is informed that Governor General Wood wishes to open an institution for instruction of the blind in Cuba, and asks that a teacher be recommended to teach in this department. Mr. Heberd believes it will be exceedingly difficult to find such a teacher, as the pupils must be instructed in Spanish.—Sister Vincent de Paul has resigned as principal of the St. Vincent Asylum School of Troy, and Sister Paula Dunn has been appointed to take her place.—Mrs. Anna Botsford Comstock of the nature study bureau of Cornell university, one of the foremost instructors in that line, addressed the city training school pupils and teachers recently on "Insect Study in Graded Schools."—The saving bank idea in the schools is in operation at Cohoes. The Cohoes Savings bank has presented the schools with small banks and will accept one dollar deposits from the children and give bank books for the same.—After a vacation of three months for some of the Albany schools they are now all open. It is hoped, although the work has been delayed, to put the pupils through the entire course.

Allegany.—The board of education have voted to install another teacher in the Almond school.—Diphtheria broke up the North Cuba school for a time, the teacher, Miss Mary McCarthy, being stricken by it.

Broome.—Miss Anna I. Birmingham and Miss Pearl Hall have resigned their positions in the

Binghamton schools to become teachers in the borough of Manhattan, New York City. Miss Margaret Owens and Miss Mary E. Scott take their places.—Caucuses and an election were features of the Laurel avenue school at Binghamton.

Columbia.—Wilbur H. Lynch, principal of the Chatham school, has been offered a position as assistant superintendent in the Philippines. He is a graduate of both the Oneonta Normal school and Harvard college.

Chenango.—A strong teachers association has been recently organized in the first commissioner's district. Prin. Mason of New Berlin is the president.—Norwich high school has a strong debating society of young men.

Cattaraugus.—Among the foremost educators of Cattaraugus county is Miss Martha Van Rensselaer, ex-school commissioner, and a woman of much ability. She is secretary of the Federation of Women's Clubs.

Chautauqua.—The several institutes of Chautauqua county have passed resolutions asking for a joint institute hereafter.—Among the schools of Chautauqua county none have advanced more rapidly than that of Cherry Creek. A fine new brick school building, an advance to the position of high school, and a large training class are the recent acquisitions. Prin. J. M. Crowfoot, a Cornell graduate, is in charge and has a fine corps of teachers.—Miss Mary Bowen, a Fredonia normal graduate, is a new teacher in the Gerry school. Prin. R. G. Widrig is at the head of this school and doing good work.—Ellington has a training class of twelve, and is having a successful year under Prin. E. B. Luce's direction.—Sherman people are much pleased over their new principal, who is accounted a very able man.—Celoron people are agitating the idea of placing their school under Regents' control. They have a wideawake principal in Charles L. Larder, a Fredonia normal graduate.—One of the ablest and most interesting talks before the Cassadaga institute was given by Prin. David Eugene Smith of the Brockport normal school, on the subject of "Arnold of Rugby."—Prof. M. T. Dana of the Fredonia normal school is doing the teachers of Western New York valuable service by his talks on "Economy of Time and Strength," delivered at institutes. He is an original, interesting and valuable man in practical educational work.—The Falconer, Frewsburg, Ellington, Stockton, Sinclairville, Cherry Creek and Cassadaga schools have lecture courses this year.—The principals association of the third commissioner's district meets at Stockton in November.—Dunkirk and Jamestown high school pupils are having debates upon important questions, and considerable interest in debating is being aroused.—Supt. R. R. Rogers of Jamestown schools recently delivered an able address before the senior and junior classes of the pedagogic department of Cornell university, upon the subject of "The Ideal Democratic Function of the High School."

Cayuga.—The largest entering class in the history of Wells College at Aurora is registered this year. Prof. J. W. Feeley, M. S., takes the

place as president made vacant by the resignation of Dr. W. E. Waters.

Chemung.—Some 450 students of the Elmira Free academy have signed a petition asking for one session instead of two. The parents, however, are not so favorable to the movement.

Essex.—Miss Ellen P. Burnham has been elected assistant in the Sherman collegiate institute. She is a graduate of the Potsdam normal school and the University of Michigan.

Erie.—A committee of five principals of the Buffalo schools will seek desirable space at the Pan-American exposition for the Buffalo school exhibit.—The Principals' Association of Buffalo have elected Thomas McGreevy as president.—The Shamokin, Pa., papers speak very enthusiastically of the accession of Miss Elizabeth Norton of East Aurora to their schools.—Buffalo is hustling the completion of the West Side High school to relieve the crowded condition of her schools.—Supt. Emerson of the Buffalo schools is preparing a consignment of text books, no longer of use in the Buffalo schools, to go to the Philippines, to be used in the schools there. Lieut. Paul B. Malone, of the famous 13th Regiment, who is now teaching the Filipinos, made the request for the books.—Mrs. David O. Mears of Albany, president of the New York State Assembly of Mothers expresses the following to be the aims of that body: "To promote in the State of New York conferences of mothers and teachers upon questions vital to the best interests of home and school; to stimulate active interest in all that pertains to the highest and best development of children, and to make the work of the state a greater force in elevating the home by unifying home influence with that of school, of church and of community. Enlarging upon this is the education and development of the mother herself, through the closer union of home and school and the co-operation of parents and teachers." The fourth annual meeting of that association, held in Buffalo recently, was productive of much educational benefit. The program was strong at every point, leading educators speaking upon live subjects. The following are the officers of the association: President, Mrs. David O. Mears, Albany; vice-president, Mrs. Henry A. Stimson, New York City; recording secretary, Mrs. Almon Hensley, New York City; corresponding secretary, Mrs. F. H. Chase, Syracuse; treasurer, Mrs. Fannie J. Bailey, Albany; auditor, Mrs. M. C. Coon, Oswego.

Fulton.—One of the strong educational institutions of the state is the Tri-county Educational Council of Montgomery, Herkimer and Fulton counties. A recent meeting at Gloversville brought together some twenty-five of the leading teachers of those counties, not including the Gloversville teachers. Charles F. Wheelock of Albany addressed the gathering on the subject of the "New Syllabrs," and Leon O. Wiswell of Albany on "Friendship Without Acquaintance." Prof. A. L. Peck of the Gloversville school talked on the "School and the Library." Among those who were in attendance were: E. A. Lewis and George Fenton, of Broadalbin; H. E. Reed, George C. Wood, Charles Chesbro, Francis Flagg, W. E. Reid, C. H. Warfield, Little Falls; L. A. Weisner, Albany; A. W. Merrell, Herkimer; A.

D. Sheffield, Nelliston. The officers elected were as follows: President, Supt. A. J. Merrell, Herkimer; first vice-president, A. D. Sheffield, Nelliston; second vice-president, Prof. George M. Davidson, Gloversville; third vice-president, Principal A. M. Abrams, Ilion; secretary and treasurer, Principal Warfield, Little Falls.

Genesee.—The free text book system will soon be inaugurated in the public schools of Batavia.

Greene.—The October meeting of the Catskill Mountain Teachers' Association was held at Windham, and was a success in every detail. Here are some of the questions discussed: American History in the Grades, Prin. H. G. McDonough, W. Borthwick; How I Teach Penmanship, S. Vogel, I. Vail; Physiology, Prin. Miss Olive M. Conine, Prin. Walter Herrick; Discipline, Miss Bertha Thompson, Miss Harriet Lewis; School Law, Com. L. Patrie, Irwin Decker; Latin in Common Schools, Marion Lewis, Prin. G. Lang; The Recitation, G. Sutton, Prin. H. C. W. Kingsbury. Com'r Flint gets at the value of such gatherings in the following manner: "All other conditions being equal I shall certainly have a higher opinion of the teacher who takes an active interest in the association than of one who does not." This is the estimate of a live commissioner of what he deems to be a live teacher—one who is interested in educational gatherings.—The Hudson River Teachers' Association held its meeting November 10, at Hudson. The following is the program: Science Teaching in the High School, Miss Emeline S. Bennett, Hudson; An Ideal Course of Study for the Grades, Prin. G. C. Lang, Athens; Teachers' Agencies, Prin. W. L. Millias, Valatie; School Law and New Regulations, T. E. Finegan, Chief Examiner Department of Public Instruction; Business Arithmetic and Business Practice, E. D. Henry, Catskill; A Practical Phase of Nature Study, Prin. Blanche B. Membert, Hudson; The General Notion, Prin. G. W. Fairgrieve, Coxsackie. The officers of the association were: Supt. F. J. Sagendorph, Hudson, President; Prin. George McDonough, Athens, Vice-President; Miss Elizabeth Behler, Valatie, Secretary; Prof. Thomas, Catskill, Treasurer. A new set being elected at the association meeting.

Herkimer.—Miss Ella Hawkins has recently resigned her position in the grammar department of the Ilion school to accept a better one at Flushing, L. I.—Albert N. Russell of Ilion has offered three prizes of \$25, \$15 and \$10 respectively to teachers for the best articles on "Our Common Free Schools."—Miss Grace Monchow, a Fredonia normal school graduate, has been elected to the position in the Ilion school made vacant by the resignation of Miss Hall.—Miss Jennie Cramer, a graduate of the Cortland normal school, takes the place of Miss Hawkins in the Ilion school.—Miss Margaret Spedding of Mohawk has gone to Geneva to teach.—The high school boys at Little Falls have a congress, and are zealous in their efforts to settle the political and economical questions of the day.

Jefferson.—Jefferson county has an enthusiastic teachers' association, and their recent meeting at Dexter brought out a large attendance, about 275 teachers being present. The discus-

sions were practical and very interestingly conducted. The officers elected: President, R. H. Snyder, Adams; vice-president, A. Gaudin, Brownville; secretary, L. L. Allen. The next meeting will be held at Adams.—The Belleville union academy has received a bequest to establish a department of rural science in that school. The Watertown Times asserts that Supt. Skinner is in favor of rural schools giving instruction in agriculture.—Prof. Irwin Schuyler, professor of sciences at Watertown, will accept a similar position at Erie, Pa.—The people of Carthage are likely to adopt the free text book system in their schools. It is being advocated.—The Antwerp school building has been completely overhauled and remodeled, and will be ready for occupancy this month.

Lewis.—At a recent session of the Lewis county teachers' association the following officers were elected: President, Fred H. Ralston; Vice-Presidents, Miss Mary Cox, Charles Campbell; Secretary, Miss Mina Place; Assistant Secretary, Miss Mary Willey; Treasurer, J. P. Graner. The February meeting of the association will be held at Fort Leyden.—Miss Elmira W. Dominick of Greig has begun her duties as teacher of drawing at Watervliet.—Prof. Henry Clay Northam of Lowville, author of Northam's civil government, was recently married to Mrs. S. Jennie Bennett of Horseheads.—The following is the program of the recent meeting of the Lewis county teachers' association, held at Lowville: English Work in Primary and Intermediate Grades, Mary Willey; Discipline, Prof. Arthur M. Johnson; The Use of Scrap Books in School Work, Margaretta Grant; Developing a Love for the Beautiful, Ottilia M. Beha; Primary Work, Ida L. Merrill; Suggestions for the Primary Room, Estella Seymour; The Use of Blue Prints in School Work, Kate L. Burdick; Geography—Illustrated with Class, Allena Haviland; Symmetrical Development, Bertha M. Bridge; Drawing—Illustrated with Class, Mrs. W. J. Milligan; Arithmetic, Prof. F. A. Walker; Interest, Prof. William H. Perry.

Livingston.—The annual report of the high school at Nunda shows that institution to be in a healthy condition. Elmer E. McDowell is principal, and has six teachers associated with him in the work.

Madison.—A new \$26,000 school building at Hamilton will be ready for occupancy in January. The schools in Hamilton are among the very best in the state, and much of this is due to the able superintendency of C. H. Van Tuyl. Not alone locally has Mr. Van Tuyl made a reputation, but outside of his county.—One of the interesting features of the institutes of the first district of Madison county is a prize speaking contest between the schools, held yearly. It was inaugurated by Com'r Carlos J. Coleman, who, by the way, is one of the most earnest and able commissioners in the state.—The first district principals' association have organized for the year and will meet first December 15, at Hamilton. Prin. I. S. Sears of De Ruyter is president; Prin. F. M. Markham of Earlville, vice-president; Prin. Edward E. Whitford of Brookfield, secretary and treasurer. Prin. Van Tuyl of Hamilton will discuss "Academic Association in Politics;"

Prin. Edgerton of Madison "Tenure of Office;" Prin. William Howlett of Eaton "Education in the Philippines and Effect on National Affairs."—There are some 60 normal school graduates in the first commissioner's district of Madison county.—Sad, indeed, is the death of Miss Jessie Maltby, a teacher in the Casenovia union school, who recently was drowned off Cape Hatteras. It is believed that she suicided by jumping overboard from the steamer Nacooche.

Montgomery.—The following questions were discussed by the Montgomery teachers' association at its recent meeting at Amsterdam: "How Can the Teacher Promote Self-reliance on the Part of the Pupil?" Prin. Albert S. Haynes, Amsterdam; "The Relation of Art to Education," Prin. Howard L. Gray, Fort Plain; Paper: "Literary and Picture Analysis," Mrs. Margaret S. Mooney, State Normal College.

Monroe.—The Monroe county teachers' association this year met at West Webster. The last day of the session took the form of a convention and was addressed by such speakers as David Eugene Smith, Ph. D., of Brockport; John Kennedy, of Batavia; Professor Kendrick P. Shedd, of Rochester University, and Professor S. C. Williams, of Rochester Business Institute.—The Rochester teachers' association has been re-organized with the following officers: President, Burton Warren, No. 7 school; vice-president, Miss Sarah Shelton, No. 18 school; secretary, Miss M. C. Harris, No. 29 school; treasurer, Colonel S. C. Pierce, No. 4 school. Mrs. Montgomery addressed their last meeting on the subject of "Unconscious Teaching." In conclusion she said: "The deepest way in which we teach is by the character we have. It expresses itself in touch of life on life."—A series of ten lectures by leading educators will be given before the Rochester training class.—The night schools of Rochester are now open, and are expected to reach good results in educational work for those not able to attend the regular day sessions.—Prof. Albert L. Arey, who has been at the head of the science department of the free academy of Rochester has received appointment as head master of the science department of the girls' high school of Brooklyn, and has resigned his position. He is an able instructor and has received a just recognition of his ability.—The question of half-day sessions for primary pupils is now agitating the people of Rochester.—Prof. M. V. O'Shea of the University of Wisconsin recently addressed the Rochester teachers' association on the "Silent Forces that Shape Life and Character."—Signor Carlo Mora, a teacher of high musical attainments, has been engaged as teacher of music in the Rochester training school.

Nassau.—A feature of the Nassau county teachers' institute was exhibits of different schools, shown in map work, drawings and collections in botany, etc.

Oneida.—Miss Mabel Gould of Holland Patent, who has been teaching in the Indian school at Flandrau, N. D., has been transferred to Genoa, Cal.—The attendance in the academic department of the Verona union school is reported the largest it has ever been, there being thirty non-resident pupils registered.—William Morse of the Camden high school has been awarded a

scholarship at Union college.—Prof. Clifton C. Walker, a graduate of Hamilton college, has been appointed to the position in Sauquoit academy made vacant by the resignation of Prof. Thompson.—Dr. T. H. Cox has given to the Lee Center school a large collection of anthropological, ornithological and geological specimens, besides a large number of curiosities and relics of historical interest.

Ontario.—The first commissioner's district of Ontario county boasts of an enthusiastic teachers' association. The president of the association is W. A. Ingalls. Their recent meeting held at the Phelps' high school building, took up and discussed several live questions relating to teachers work, among them the following: One Help in Teaching Geography, Miss Carrie L. Mead, Geneva; Mistakes in Conducting the Recitation, Miss Mary E. Beale, Phelps; The Tenure of Office Bill, discussion led by Principal Hewes, of Shortsville; Some Arithmetical Devices, Miss Antoinette Snyder, Geneva; Some Ways of Making the School Room Attractive, discussion to be opened by Miss Martha Bowerman, Farmington; Correlation of History and Geography, Miss Lowena L. Lincoln, Geneva.

Otsego.—Two new teachers in the Schenevus high school are Miss Florence K. Bisbee of Oneonta and Miss Edith Witt of Schenevus.—Miss Daisy Lounsbury, a graduate of Clinton Liberal Institute and Boston School of Oratory, has become a member of the faculty of the Richfield Springs school.—Prof. Vernon P. Squires of the University of North Dakota, formerly professor of ancient languages in the Oneonta Normal school, is at work upon an annotated edition of Tennyson's "In Memoriam," which will be published by Silver, Burdett & Co.

Orange.—The Orange county teachers' association in October held one of the most profitable sessions in its history at Port Jervis. The following is the program for the day's session: Address of welcome, Rev. W. A. Chadwick; Address, "Professional Advancement," Principal G. H. Baskerville, Goshen; Discussion—Paper, "The Study Hour," Principal W. A. Wheatley, Chester; Discussion opened by Principal H. C. Woodworth, Cornwall; "The Industrial Side of Hiawatha," Miss Anna Marsh Reed, New Paltz; Address, "Military Schools and Their Work," Head Master C. S. Havens, N. Y. Military Academy, Cornwall-on-Hudson; "Class Exercise," Miss Orilla M. Tuthill, Port Jervis.—The report of Supt. J. F. Tuthill of the Middletown schools is an interesting document, for it shows the schools to have made a healthy growth, and to be in splendid condition.—One of the pleasant features of teaching in the Middletown schools is the reception given to the teachers annually by Superintendent and Mrs. James F. Tutthill. Their reception this year was an exceedingly pleasant event.—The October meeting of the Schoolmasters' Council of the Highlands was held at Newburgh. The subject of Manual Training was discussed.—The following were elected officers of the Orange county teachers' association: President, F. C. White, Cornwall-on-Hudson; first vice-president, Miss Mertie Osterhout, Middletown; second vice-president, Miss E. W. Kipp, Goshen; secretary, Q. E. Eichenberg, Monroe; treasurer, Miss Snowden, Newburg.

Oswego.—Districts Nos. 3 and 5 in the town of Orwell have been consolidated, and a new, capacious school building is being erected.—Miss Edith W. Nye of Pulaski has been added to the teaching force of the Williamstown high school.—Prin. C. O. Boyd of the Orwell union school is to be congratulated upon the work he is doing in that institution. The school is soon to be under charge of the Regents.—A. H. Norton, the new principal at Mexico, is giving general satisfaction.—The annual meeting of the teachers' association of the third commissioner's district will be held in connection with the institute at Mexico November 20, at which time officers for the ensuing year will be elected.—New seats are to be added to the school house in district No. 8, town of Orwell.—The teachers of the third commissioner's district have a treat in store for them at their institute this year, as Supt. Charles R. Skinner will address them at the Mexico institute the evening of November 22.

Onondaga.—During a fire a panic was averted recently in the Syracuse high school by the coolness of one of the pupils, Miss Theresa Tobin, who seated herself at the piano and played a march. The pupils fell into line and were dismissed by rows regularly.—In a recent talk to the Syracuse teachers, Miss Mary E. Parker emphasized the necessity of teaching the children to read.—The Onondaga Educational Council met recently at Syracuse and elected the following officers: President, Charles R. Drum of Montgomery school; vice-president, Principal L. W. Hemick of Marcellus; secretary and treasurer, Principal George T. Fuggle of Jamesville.—The school exhibit idea was carried out successfully in the Marcellus institute.—Manual Training enters in for a considerable share of attention in the schools of Syracuse.—The Ray system of school government is being used in some of the Syracuse schools, and the experiment is proving very successful.—Prin. John D. Wilson of the Putnam school, Syracuse, has written a book on "How to Study Nature." He has a good reputation in this line of work.—Dr. A. E. Winship of the *Journal of Education* was set down to address the November meeting of the Syracuse teachers' association.—The Syracuse board of education have consented to raise the salaries of their principals 12½ per cent.—The board of education of Syracuse are considering the matter of erecting a building for a permanent truant school.—Miss Marcia Vedder has been appointed to a position in Mr. Jenners' school at Syracuse. She is a Cornell graduate.

Rockland.—The new president of the Rockland county teachers' association is Principal J. are some subjects discussed: "Ward Method" of the association was a profitable one. Following are some subjects discussed: "Ward Method" of Teaching Reading, Edward B. Shallow, Associate Superintendent of Schools of Brooklyn; Conservative Radicalism, Prof. N. L. Crane of New York Paltz Normal School; "Speer Method" of Arithmetic, Miss Fox of Yonkers Schools.—Supt. Ira H. Lawton of the Nyack schools has received a very high compliment from head inspector Charles F. Wheelock of the regents' office, who declares of it as follows: "An excellent school which it is a pleasure to visit. Its organization

by departments from the lowest to the highest grades appears to give the best results. Its discipline which throws the pupils on their own responsibility so far as possible is as nearly perfect as it can be. It gives me great pleasure to transmit to you such a favorable report, to which I wish to add my congratulations."

Suffolk.—A new teacher, Miss Erwin, has been elected to teach drawing and music in the Southampton school.—Suffolk county teachers' institute registered nearly 500 teachers this year.

Schoharie.—Prof. F. C. Kimm of the Middleburg high school has written and will soon have published a history of the Six Nations.

Steuben.—Miss Jane Hart has been chosen president of the Hornellsville board of education. She is an able and enthusiastic worker for the interests of the schools of that city.—Prin. Angelo O. Tucker of the North Cohocton and Atlanta high school sends us the annual report of that school. It shows everything to be in most favorable condition. It has a training class this year.

Saratoga.—A change of teachers in the school at Ballston Spa. has been brought about by the resignation of David M. Kelsey as music instructor. Miss E. J. Wensley is also a newly-elected teacher.—The Saratoga Springs teachers' association met recently to pass resolutions of respect to the memory of Etta M. Waterbury.—The Saratoga teachers' conference for the towns of Day, Edinburgh and Hadley held a session recently at which the program was as follows: Practical Mathematics, Leslie W. Holcombe, Edinburgh; Individual Instruction, Georgia Dunham, Day; Value of Rhetorical Work and Methods of Conducting It, I. Jordan, Batchellerville; A Course of Study for Rural Schools, Ella Butler, Hadley; Drawing and Map Making, Helen M. Payne, Day; Common Sense in School Management, Ward Noyes, Edinburgh; Should Agriculture be Taught in the Public Schools? S. H. Ellithorp, Edinburgh; Physical and Mental Growth of Children and Hygiene in the School Room, S. M. Roods, M. D. Conklingville; Discipline, Fred Brownell, Edinburgh; The Relation of the Teacher to the Community, Minnie Stead, Hadley.

St. Lawrence.—The semi-annual session of the St. Lawrence teachers' association was held at North Lawrence Oct. 26-27. The following gives some of the leading features: Address of Welcome, Prin. C. R. Bancroft, North Lawrence; Response, Prin. Barnett, Potsdam; Lecture—Local History, Frederick C. Foster, M. A., Professor of History, St. Lawrence University; Purpose and Value of Teachers' Associations, Prin. Blankman, Massena; The Commercial Element in the High School, Prin. A. J. Field, Parishville; The Educational Value of Music, Miss J. Etta Crane, Crane Normal Institute of Music, Potsdam; Literature in the Grades, Miss Jessie Taylor, Massena; Length of Recitation Periods, Miss Abeling, Massena; Shortening Hours for Primary Grades, Miss Gertrude Wilson, Brasher.

Tompkins.—Prin. H. D. Cannon, who has been for three years principal of the Dryden school, has resigned to accept a position at Louisville, Ky. His place has been taken by vice-principal Clark.

Yates.—J. M. Thompson, president, and Jay Crissey, secretary, of the Interlake Council of School Principals, Superintendents and Commissioners, arranged for an enthusiastic meeting Nov. 3, at Starkey Seminary. The school men were guests of Dr. Martyn Summerbell. Informal discussions of the following topics were held: Home Geography, The Teacher and the State Campaign, Tenure of Office, High School Spelling, Primary Number, Home Study in the Grades, Professional Study for School Men, The School Commissioner and the High Schools, Judging a Teacher's Work, Advanced Arithmetic, Rhetoricals.

Ulster.—Miss Daisy Alcock, a graduate of the New Paltz normal school, is teaching at Atlantic City, N. J.—Miss Harriet Freer, a graduate of the New Paltz normal school, has been added to the teaching force of the Kingston schools.

Westchester.—The annual meeting of the Westchester county teachers' association was held at the Mamaroneck high school building Oct. 27. "Ethics in the Grades" occupied the greater portion of the session, the leading paper being read by Prin. Alexander Dunbar of Peekskill. Dr. McLachlan of the Jamaica normal school addressed the association. An address of welcome was given by Thos. L. Rushmore.

Washington.—The teachers' training class of the Sandy Hill school organized with Elizabeth Bancroft as president.—Miss Mary Laing of Granville, who has been a teacher in this county, has entered Cornell college, and expects to earn a degree.

Wyoming.—Miss Harriet Barber of Warsaw is teaching in Straight University, New Orleans, and Miss Nellie Munger of the same place in Spellman Seminary, at Atlanta, Ga.—A mothers' meeting has been organized in connection with the work of the Perry school. The first session was largely attended.—The kindergarten of the Perry school has been organized for the year, and is in very satisfactory condition.

Warren.—At Warrensburg, Oct. 20, was held the semi-annual session of the county teachers' association. The program included some able discussions, being as follows: "Teachers' Work," Commissioners Allen and Davis; examinations, led by Prin. G. C. Perry; the study of English composition, led by Prin. E. S. Benedict, and discussion on "Compulsory Attendance," by A. Edson Hall, State Attendance Officer; "Changes in the New Syllabus," by Eugene W. Lyttle, Regents Inspector; "Devices in Drill Work," led by Miss Lillian Banks and Miss Katherine McGinn; a talk on "Discipline," by Superintendent E. Griffith, and "Nature Study Work," led by Principals J. E. Smith and H. P. Hotaling.—The work being done by the Glens Falls school is worthy of comment. Under the direction of Supt. Elbert W. Griffith the school is in the best of conditions. He has associated with him in the high school thirteen college and normal school graduates, having a strong teaching force. Four branch schools, each under efficient instructors.

GREATER NEW YORK

Manhattan.—The Latin teachers of the high schools of the city are making an effort to establish a permanent fund of about \$6,000. This is to be used as a scholarship fund, and scholarships will be open to competition from all high school pupils in the city, and to pupils of both sexes. The scholarships are especially designed to encourage work in Latin.—The following new teachers have been appointed in the main building of the DeWitt Clinton high school: J. G. Cramer, German and French; H. B. Penhollow, geometry; W. Mangusi, geometry; M. F. Giovanali, Latin; A. L. Dotey, Latin, and H. C. Cheston, physics. In 23d st. annex, new appointments and transfers: Miss Lester, English; John D. McDowell, algebra; C. B. Ames, Latin; Miss Lydia Gellbach, German and French; Miss S. M. Smith, history; Dr. C. H. Morse, physics, and Mr. Thomas Cochran, algebra. Dr. L. Bernstein, Dr. Kelley, John S. Roberts, Frederico Edelman and Miss Maud Frank, have been transferred from this annex to the main building.—Examination of women candidates for principals was held Oct. 22, 24 and 26. The examination for head of department licenses was also given Oct. 22.—President Miles O'Brien has appointed Mr. Burlingame at the head of the high school committee of the board of education.—New principals of schools include Miss Mary A. McManus, of No. 137; Miss Ellen T. O'Brien, girls' department of No. 2; Miss Lizzie S. Harris, No. 144, and Miss Harriett V. R. Field in No. 42. These principals have entered on their work under most favorable auspices.—A new school on the West Side between 60 and 70 sts. is recommended by Supt. Jasper.—Mayor Van Wyck has appointed Dr. Geo. H. Muth to the school board of Manhattan and Bronx. He is accounted a valuable addition to the board membership.—Robert Ellis Jones, president of Hobart College, addressed the first meeting of the New York School-masters' Club on the subject of "The Relation of the College Course to Practical Life."—The following list of successful candidates for scholarships at Columbia University have been given out: President's university scholarships—In botany Frederick Harvey Blodgett (Rutgers) of Bedford Park, N. Y.; sociology, Andrew Horst (Harvard) of Lebanon, Pa.; anthropology, William Jones (Harvard) of Cambridge, Mass. University scholarships—In Latin, Sidney Dixon, (Columbia) of Yonkers; chemistry, Royall Jarvis (Colorado School of Mines) of Leadville; economics, Yotaro Kinoshita (Hiram) of New Berlin, O.; Greek, Robert Cecil McMahon (Wesleyan) of Brooklyn. In comparative literature—Clarence Stevens (Wabash) of Vevay, Ind.; education, Elmer Willmarth (Wooster Polytechnic Institute) of Cleveland, O.; American history, Alpheus Winter, Jr., (Columbia) of Louisville.—Prof. Edward Franklin Buchner of the chair of analytical psychology, School of Pedagogy of New York, will give two lectures in the series before the people of the board of education at the West Side auditorium. He will talk on "Our Mental Life" and "Curious things in Psychology."—It is asserted that the curriculum of the City College will be changed, two years being added to the sub-freshman course, and the standard of Latin

and Greek will be raised.—Owing to the provisions of the Davis law, the educational budget for Greater New York has gone up \$4,600,000.—A school of Commerce, Accounts and Finance has been opened in connection with New York University. It begins its career with some fifty matriculants.—A fire broke out in School No. 46 recently. The alarm was sounded and in just one and one-half minutes the pupils had passed from the building.—The school children of Greater New York are contributing to the aid of the school children of Galveston, Tex., who were sufferers by the recent storm. It is estimated that a contribution of ten cents from each c aggregate in full \$50,000.—The teachers of German in the Manhattan and Bronx high schools have organized an association for pedagogic study. Dr. F. Monteser is the president of the association.—The City College Alumni association have organized for the year with the following officers: President, Ferdinand Shack, '74; vice-president, Theodore F. Miller, '69; secretary, James C. Byrnes, '86; treasurer, Charles Murray, '84; historian, John S. Battell, '73.

Brooklyn.—The best entrance examination at Barnard College this year was passed by Miss Dora Russell Nevins, and to her was awarded the trustees competition scholarship.—The Japanese government will pay the expenses of several Japanese students at Columbia University. After graduation they will become instructors in the Imperial University at Tokio.—The *Brooklyn Citizen* asserts that it costs \$165 per capita to board the truant boys of that city at the Brooklyn Disciplinary School.—Brooklyn claims a just share of the honor bestowed upon Greater New York for its splendid exhibit at the Paris Exposition.—The committee on studies of the Brooklyn teachers' association have arranged for a number of classes to be conducted for teachers who desire to equip themselves for examinations for head of department certificates. The courses have proved valuable to teachers desirous of attaining to such positions.—Some years ago money was raised to the amount of \$3,500 in what was then old Williamsburg for the purpose of establishing a library. The project did not carry and now the money will be turned over to the Brooklyn Institute of Arts and Sciences to be used for scholarship purposes.—Fully 12,000 were registered at the opening of the Brooklyn night schools.—The first portable school building has been completed and set up in the yard of Grammar School No. 43. It accommodates fifty pupils.—The traveling library is an institution of the Brooklyn school system. These libraries consist of 150 books each, and are contained in section cases, and are taken from school to school.—A university scholarship has been granted to Robert Cecil McMahon by the committee of the university council of Columbia.—A decision of much interest to teachers in city schools, has just been rendered by Justice Warren B. Hooker of the Supreme Court in the case of Charles S. Hartwell, a teacher of English in the Boys' High School of this borough. By action of the board of education he was transferred from this permanent position to a temporary position in the Commercial High School. He took the matter to the courts, securing this decision that the charter protects teachers in their right to hold their positions as such during good

behavior and that the board have no authority to transfer a teacher from a permanent to a temporary position, as such action has the effect of a removal without cause.

Queens.—The Queens Borough teachers' association at a recent meeting elected the following officers: For president, Matthew D. Quinn of Long Island City; vice-presidents, Miss Josephine Lawlor of Flushing and Miss Monica V. Ryan of Long Island City; recording secretary, W. H. Carr of Whitestone; corresponding secretary, Miss Kate E. Rooney, Long Island City; treasurer, George W. Patry, Richmond Hill.—The study of German has been resumed in the public schools of College Point in accordance with a resolution adopted by the Queens Borough school board.—The board has approved of the purchase of the following sites for new schools: Caplan avenue, Jamaica, \$7,000; Wilbur avenue, Academy and Radde streets, Long Island City, \$22,230; Pearsall streets and Greenpoint avenue, Long Island City, \$21,450; Pulaski street, Middle Village, \$9,197.

Richmond.—An auditorium with a seating capacity of 500, to be used for lectures, etc., has been erected in connection with School No. 17 at New Brighton.

AMONG THE COLLEGES

VASSAR COLLEGE.

Professor Lucy M. Salmon has resumed her position as head of the department of history after an absence of two years in Europe, spent in study and travel.

A new advanced course is offered in historical evidences, taking up questions concerning the character of history, the nature of principles underlying monumental and literary evidences, the classification of historical material, and the study of history in foreign universities.

Mrs. Georgia Kendrick, the lady principal, has a year's leave of absence and will spend the time in California and Mexico.

Professor Aaron Treadwell, late of Miami University, succeeds Dr. Lillie in the department of biology, the latter having been called to Chicago.

Professor Louis F. Pitcher, formerly professor of architecture at the University of Pennsylvania, will take charge of the art department.

Miss Macurdy, instructor in Greek, has returned from Europe where she spent the past year studying in the University of Berlin.

The new biological laboratory, given by the New England Alumnae and an unknown friend, is well under way and promises to be a fine addition to the college.

The new infirmary with its six well equipped wards is now open and ready for use.

Miss Sarah J. McNary is spending the year studying at Oxford, Eng.

Katherine Bates, Cornell University, Ph. B., has been appointed instructor in English. Emma Louise Jacobes, A. B., Vassar, '99, assistant in music. Anne Lyndesday Wilkinson, A. B., Vassar, '97, Ph. D., Bryn Maur, 1900, instructor in mathematics. Katherine Saunders A. B., El-

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mira, '91, instructor in Latin. Martha Doan, D. Sc., Cornell University, '96, assistant in chemistry. Eloise Ellery, A. B., Vassar, '97,—Andrew White, fellow, Cornell, '98-9, assistant in history.

There have been some changes made in the requirements in entrance history, to take effect September, 1902. There will be a choice given between an examination in European history and one in English and American history. It is hoped that the result of this change will be a unifying of the work in college entrance history. This conforms to the recommendations made by the committee of seven.

SUPERINTENDENTS' MEETING

The meeting of city and village school superintendents, at New York City, was largely attended, and a profitable session in every particular. The generous hospitality accorded the visitors by the school authorities of the great city was a pleasant feature, and was much praised by them.

The program of the meeting was somewhat informal, being largely an open discussion of some leading school topics, the discussion in each particular being entered upon with zest. The length of the school year in rural communities came in for its share of attention, a forcible argument for a continuance of the present prescribed 32 weeks of school being made by Supervisor I. H. Stout. He believed the expense incurred for a 40 weeks' term to be too great a burden upon the people of rural districts.

Little definite was accomplished by the superintendents in taking up the matter of inefficient

teachers, except to arouse an interesting and earnest discussion of this perplexing subject. Some good ideas, however, came to the surface, and many valuable suggestions were made.

The council, after a spirited discussion of the length of the school course, voted upon the subject, a preponderance of sentiment being in favor of an 8-years course. A discussion of the high school course of study followed, Inspector Charles N. Cobb making some telling points in favor of making the function of the high school a preparation of the pupil for life work. Supt. Charles W. Cole also expressed himself in favor of this idea.

Supt. S. R. Shear spoke in favor of the study hall in the high school, but that recitations should be conducted in a separate recitation room. He believed that self-reliance, and self-control were developed by the school life of the study hall.

There was a sharp and critical discussion of the vertical system of writing, now in vogue in so many schools. The facts brought out showed only too plainly how complex the question is. Many superintendents were not in favor of vertical writing, notably Asst. Supt. Davis. It was claimed by those opposing the system that the vertical soon becomes a back-hand system instead, and is crowded on the sheet and not legible. There was, however, no idea expressed by the majority of throwing out this system.

At the election of officers the following were chosen: President, Supt. George Griffith of Utica; vice-president, Supt. J. C. Norris of Canandaigua; secretary, Supt. Edwin S. Harris of Poughkeepsie, re-elected. Auburn was chosen as the next place of meeting.

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Those who know these books will appreciate the work of Miss Harriet Jerome, who was in collaboration with Supt. Carroll and Miss Carroll in their preparation. Her death last summer has unfortunately delayed the issue of the third and fourth books of this series, which, however, will be forthcoming soon.

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Telegram—Will be in Ithaca 9 A. M. Thursday. FRED J. NASH, Sept. 19.

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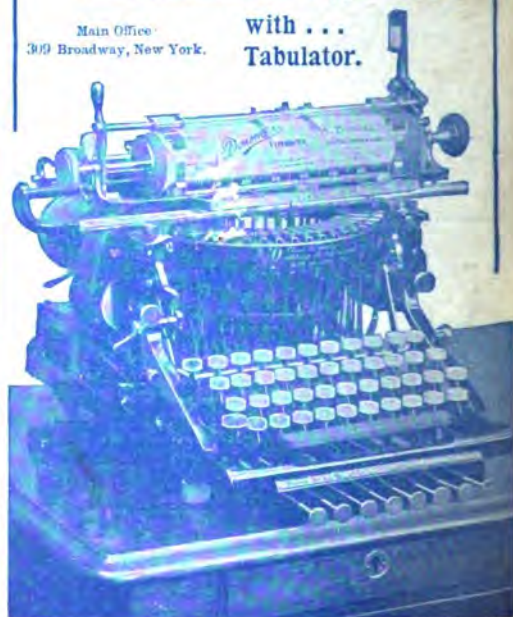
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CONTENTS FOR DECEMBER

The Teacher's Burden	DR. JOHN G. WIGHT
Preparation for Study of Medicine.....	GEORGE H. HOXIE, A. M.
Business Education	INSPECTOR I. O. CRISSY
Teaching Arithmetic.....	ELLA F. MORAN
"School Men of the Hour".....	WILLIAM MCANDREW COM'R SELIM H. PEABODY
"The Best to Be Found".....	Exchanges
For the School Room—Geography in History.....	<i>Roark's Method in Education</i>
Two Ways	<i>Indiana School Journal</i>
The Dangers.....	<i>Primary School</i>
Populations	
The Kindergarten—Froebel's Theory and Practice	
Child Study—Mr. Bok's Contention.....	<i>School Education</i>
School Boards—Short, Trenchant Observations.....	
Editorials.....	
Uniform Examinations and Answers—November, 1900.....	
State Department and Regents' Offices.....	
State, County and School News	

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NEW YORK EDUCATION

DEVOTED TO NEW YORK STATE EDUCATIONAL WORK AND INTERESTS

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No. 4

O bells of God ring on our souls
To grander action serving,
Till all our days are Christmas days
Of loving and of serving!

THE TEACHERS BURDEN

JOHN G. WIGHT, PRIN. GIRL'S HIGH SCHOOL, NEW YORK CITY (MANHATTAN)

INSISTENCE upon professionalism is the battle cry of modern educators. The teacher of the secondary school must heed the spirit of the times and be willing to know the last thought in connection with his profession, although much the greater part of what has been written about the science of education has no bearing upon his special work, and not a little of it is confessedly valueless. It is the conviction of Rosenzanz, that the treatises written upon education abound more in shallowness than any other literature. Professor William James candidly tells us that there is no new psychology worthy the name, and that to know psychology is no guarantee that we shall be good teachers. The principles underlying other professions, like that of the law, are reasonably fixed and reliable. Not so with pedagogy. There seem to be but few general principles of pedagogy that writers and thinkers accept with anything like unanimity. The doctrine of interest is only a partial truth. Herbert Spencer gives his assent to this doctrine, claiming that all true study should be pleasant, a principle which another eminent writer upon education calls nonsense. To neglect the prin-

ciple of "work for work's sake" is to disregard experience. Methods in education must be various. As in the case of the sick, the same remedy acts differently on different people, so the same method, in the hands of different teachers may act variously, especially when applied to different pupils.



PRIN. JOHN G. WIGHT

The cold bath which cured Augustus killed Marcellus. St. Augustine says: "A golden key which does not fit the lock is useless, a wooden one which does is everything." There is a surprising disagreement among educators regarding the cultivation of the memory. Rousseau would not try to cultivate it at all. Comenius thought writing an aid to memory. Radestock thought it harmful to memory. Another high authority says there is no such thing as a general strengthening of the memory. Neither Plato nor Rousseau would al-

low a child to see a book before its twelfth year, a point at which President Eliot would have a child half educated in book learning. Writers upon education have their "devil's moments," when they utter things too absurd for belief. The principle that inductive examination must precede a rule will, with reason, be greatly restricted in practice.

Whatever philosophical principles are laid down for the guidance of teachers, expediency will insist upon deviation from them. How true it is, that the only perfect teachers are those who do not teach! Good teachers are rarely known to boast of their skill. Thoreau tells of clergymen who always spoke of God as if they had a monopoly of the subject. A similar remark applies to some writers and lecturers upon education. Educational reformers reach the height of presumption in assuming that until the revelations of the present century all education can have been hardly other than bad. "To be a radical," said Garfield, "without being a fool, is a matter of no small difficulty." It is discouraging, and at the same time humiliating, to have, not only the most liberal among psychologists, but even some of the radicals among the new educationists, confess that as yet the science of education makes no pretension to exactness.

The vital question is, after all, the successful putting of principles into operation. Schools taught by teachers who have had no professional training are said reproachfully to be wonderfully alike. May not the allegation lie quite as justly against schools conducted under a regime of scientific principles? Rigid uniformity in giving instruction is, indeed, undesirable. Much of what is written upon the subject of education implies that the teacher is to deal with a single pupil, while, in fact, he is expected to be adequate for developing all the faculties of many and dissimilar ones.

Much of the philosophy of education breaks down, because the teacher has to deal with large numbers. For the poor school-master art is long indeed. He is in a measure responsible for the physical, moral, and intellectual growth of his pupils. He is expected to be a psychologist, and to understand culture epochs. No wonder that in his human weakness he at times despairs and, to escape from such a complication of knowledge, decides at length to fall back upon the philosophy of the unconscious and be classed as "a teacher by the grace of God." The true test of teaching is said to be, not how the master teaches, but how the pupil learns. There is the dull and unresponsive mind of the pupil which thwarts the best efforts. How gladly would one, if he could, adopt the plan of Confucius, and teach only the bright pupils.

There is danger that the modern demand

for professional training may become so strong as to be prejudicial to general academic culture. It is to be hoped that the next reform cry will be in the direction of thorough special scholarship. When a progressive teacher asks advice as to which of two courses he shall pursue in taking up summer school work, whether the choice shall be pedagogy or the special subject he is to teach, the choice must be for a knowledge of the special subject and how to teach it. To take a portion of the regular college course for pedagogical study is nothing less than robbing Peter to pay Paul. There is danger in prolonging the period of preparation for the work of teaching until too late for the best interest of the teacher. Those who defer teaching until a late period lack something which an earlier experience gives.

If we judge by results, some teachers succeed by very left-handed methods, but methods it would be very disastrous to disturb. The best there is in the best teachers is an indescribable originality, and whatever those in authority may do, it will be the part of un wisdom to cripple this native faculty by imposing upon it too many rules and limitations.

No one has yet defined satisfactorily the superfluous in education. The useful is eternally to be set against the cultural and disciplinary. For complete mental living, when the mind is stored with rich and varied knowledge, no intellectual acquisition is valueless, nothing unclean. There are periodic spasms in regard to what should be a part of an education, and when the spasm is on, woe to him who questions its validity. For a teacher to question these whims, when once they gain sway, is to be temporarily damned.

In the midst of the surprising contradictions of familiar pedagogical principles some satisfaction will be found in the enumeration of a few such principles which meet little or no dissent. Of such are the following: The teacher must be truthful; must have hope, patience, decision, dignity and tact; must attend to details and have foresight; must never ask questions he cannot answer himself; must not go too fast in teaching, for "you cannot teach a boy any faster than he can learn;" must never accept an ungrammatical answer, nor sneer at a wrong one. It is an epigrammatic remark of Rodestock, that to be tiresome is the greatest crime of the instructor.

It is unfortunate that the able and profound writers on education are often so deep that only a small number of teachers will ever understand them. A book like Dr. Harris's "Psychologic Foundations," owing to its subtleness is sealed to most teachers. There is no greater educational folly of the day than the rejection of applicants to teach because they are unable to answer glibly the abstruse questions set them in psychology. This exaction, now such a bugbear to teachers, is less rational than the civil service question, "How far is the sun from the earth," asked of the man who was seeking a clerkship in the post office. The candidate wrote as an answer that he didn't know, but that he felt sure it wasn't near enough to interfere with the performance of his clerical duties.

To be a teacher of the highest order is to be one having these five possessions,—special native gifts, general academic cul-

ture, knowledge of special subject, experience and professional training. As estimated by some one, ninety-nine per cent of Patti's success as a singer has been due to her natural voice, and only one per cent to cultivation. Of the best teachers it might consistently be said, that only one per cent. of their success is due to professional training, while equipment by nature, experience, and general and special culture are accountable for ninety-nine per cent. How and when to obtain these essentials, except the gifts of nature, which, like grace, must come from on high, in what degree each is to be emphasized, and how to accomplish all this without deferring actual experience in teaching beyond the age when the teacher is best moulded for school government and didactical skill,—the solution of these questions, hitherto unsolved, is no small part of the teacher's burden.

THE STUDIES PRELIMINARY TO THE MEDICAL SCHOOL

GEORGE HOWARD HOXIE, A. M., ZURICH, SWITZERLAND

WHAT course of study should the principal or teacher in a high school advise his students, who are looking forward to the study of medicine, to pursue? It is a question that has come to many of us, and in my case at least the answer has not always been as definite as the importance of the matter deserved, nor the same as that which after some study under German medical faculties and after some observation of medical men, I should now give.

Germany which has been in recent years our educational model has until now held strictly to the requirement of Latin and Greek as a part of the preliminary education necessary for the study of medicine. Only those who had done the work offered by the classical *Gymnasium* (a course nearly equivalent to the A. B. course at Union or Hamilton) could immatriculate with a university medical faculty. What a premium was put on the graduation from a *Gymnasium* is shown by the experience of a fellow student of mine at Heidelberg. He had graduated from a scientific school and had made up his Greek outside. He was allowed to immatriculate at Kiel with the medical faculty, but was not allowed to enter the preliminary state examination

until after six semesters,—where four semesters suffice for the graduate of the *Gymnasium*. But now it looks as if the supremacy of the classics were about to cease, for even in strictest Prussia the equalization of the scientific with the classical schools is being so strongly agitated by the middle class and scientists that it seems only a question of months when the universities generally will accept the diplomas of the latter,—even for the study of medicine.

In England also the claims of the Latin and Greek to the chief positions in the preparatory courses are resisted with increasing insistency. As an instance of this let me refer to the (*) address of Sir John Williams, Bart., M. D., F. R. C. P., London, at the opening of the University College of South Wales on October 10, 1900. After discussing the value of a sound preliminary education and of sciences as a part thereof, he urged that Latin and Greek are unnecessary for the mental training, for the knowledge of the technical terminology, and for even the literary culture of doctors. He quotes with approval the following: "As to doctors, can we gravely admit that they ought to understand the language in which their prescriptions are written, and

that they find it instructive to read Galen and Hippocrates in Greek? To men of science it is pointed out that their ever-increasing technical terminology is systematically formed from Greek and Latin words? That is true and it is also true that a man of science might obtain a perfect grasp of this terminology by means of a list of words that he would learn in a day, and the use of a dictionary that he might acquire in a week." He thinks that the study of Latin in order to understand English is nonsense, and quotes again, "The fact is that the study of Latin (for Greek, except in respect of scientific terminology has much less to do with the question, and would hardly have been placed on a par with Latin here but for the hasty and random way in which the stock arguments are continually repeated) cannot tell us what the English language is, it can only help us to understand how it has come to be what it is. In order to learn to speak English with accuracy and percision we have one rule to follow,—to pay strict attention to usage."

But in neither land is there any thought of decreasing the amount of preparatory education. In fact the tendency is quite the contrary, for with the increased number of specialties to be mastered, it is becoming more and more necessary to exclude from the field all those whose abilities are not above the average and whose training has not fitted them to use quickly and accurately not only their own faculties but also the tools and repositories of knowledge. So that the American movement introduced by Johns Hopkins, Columbia and Harvard to demand a college diploma for admission to the medical schools is a late but correct interpretation of the needs and trend of the times both in Europe and America. For while the Germans may not require a knowledge of Latin and Greek for entrance upon the medical course they will require an added knowledge of modern languages, literature and science that will be just as hard to obtain,—and that will maintain a standard as high as that represented by most of our college degrees.

To turn to the conditions in our own country,—a slight acquaintance with practitioners and the attentive perusal of American medical journals will convince even the most skeptical high school man that he should use all his influence to send his would-be medical students on through col-

lege. He will hear or read views expressed (by the minority, it is true; but by a disgracefully large minority) that would make even the old alchemists writhe in their tombs. He will find that illogical mysticism is still rampant and that the results of the scientific research of the last fifty years are entirely unknown to some members of the profession which should be in the van of scientific advance. He will see that narrowness, sectarianism, and bigotry on the part of medical men is the result of the one-sided or venerated education, or of no education at all except in the technicalities of medical practice. After that it will not be inexplicable that America is such excellent breeding ground for the Christian science, osteopathy, faith cure, etc., fads.

This state of things would, of course, be impossible if the medical men had had thorough courses in logical and careful thinking. And we should, therefore, advise our boys to see that their courses of study include the study of logic and of the history of philosophy under real teachers (such courses, for instance, as those offered by Prof. Hoffman of Union, who, if any one does, succeeds in making his pupils think). This will prepare the mind to correlate and interpret the phenomena—mysterious as some of them are—of the practice of medicine. So many medical men reason *post hoc propter hoc* that their work and opinions are valueless to their colleagues, and furnish nothing upon which their successors could found advancement in the science and practice of medicine. And this, after all, is the most valuable part of the physician's life, as the advancement of the race and of society is the greatest achievement of any man's life.

So much for the preparation to interpret the phenomena of the sick room and of drug action: the training of the senses necessary to see these phenomena at all is of even greater importance. Without his ability to use every sense, to perceive, either natural or acquired a physician would not only be useless to his profession, but would also fail of success in his individual career of healing the sick. It is this part of the educational course that has of late received the most attention; and the high school principals would at once put some science work in the course, if for no other reason than that it seems to be the thing. In Germany the preliminary examination for the practice of medicine includes these subjects: botany,

zoology, chemistry, physics, physiology and anatomy. In each of the first four subjects the course includes usually five hours of lectures a week for two semesters, besides one semester of laboratory work (3-6 hours a week). Zoology is here a broad subject and one should hear the lectures on comparative anatomy, as well as biology and systematic zoology. To accomplish this amount of work under the American system means that the foundations of it must be laid in the high school.

Sir John Williams, however, goes further than we quoted above and believes that not only do the three modern languages (French, German, English) furnish a complete substitute for the language training and literary culture found in the Latin and Greek, but that they are a necessary part of every well equipped physician's preparation. Whether we subscribe to the first part of his claims or not, we must nevertheless agree that every candidate for the degree of doctor of medicine should know these languages so well that he can use his own correctly and can read the other two with ease and certainty. For no one (or no two, for that

matter) of these nations has alone raised modern medicine to its present high plane; and no year goes by but that each one of these nationalities adds something of great value to our store of medical knowledge. Hence medicine is an international science and profession; and just as every educated German physician reads carefully one or more English, American and French journals, so we Americans must be prepared to obtain at first hand from foreign publications the results of the indefatigable industry of our French and German colleagues.

The question of the course of study for the would-be medical student can then be discussed better from the positive—as to what it must contain—than from the negative standpoint—what it should not contain. And if the candidate for admission to the medical school shall have spent his fourteen to sixteen years of school and college life in obtaining a working knowledge of the natural sciences, of the modern languages and of the elements of philosophy, we can forgive him if he does or does not have a ready command of the Latin and Greek.

BUSINESS EDUCATION IN PUBLIC SCHOOLS

I. O. CRISSY, STATE INSPECTOR OF BUSINESS EDUCATION

I THINK it may be safely assumed that in this country the people usually obtain what they want, if their want be anywhere within the bounds of reason.

Up to the end of the first quarter of the 19th century there seems to have been no demand in the United States for School instruction in matters appertaining to business. Merchants and others in business pursuits still believed that the only way for a young man to learn business was by apprenticeship in the place where business was done. But quite early in the second quarter of the century the people began to hear of schools for fitting boys for business—business colleges they were called by their proprietors—by instruction in penmanship, bookkeeping, commercial arithmetic and English if required by the student. It was many years before these schools obtained much substantial encouragement; but they persisted, and after the close of our Civil War they rapidly increased in numbers and attendance, until the number of their students was estimated as high as 100,000.

There was no graded course of study in these schools; but each individual student had permission to take such instruction as he could get, for such time as he could command or was able to pay for. When these schools attained to a certain measure of financial success, adventurers came into the field and started "fake" schools and sold life scholarships ostensibly good for all time and practically good for nothing at any time, thus humbugging and swindling those who confided in them. Out of such operations naturally grew up a distrust of all "business colleges," notwithstanding the fact that good work was done in the subjects taught by many of the private schools, and these have been and some of them still continue to be of real benefit to the community.

But meantime the idea of free public schools took root and developed, until such schools became the great educational reliance of the people. During comparatively recent years there has grown up steadily a conception which is now in many communities throughout the nation taking the shape

of an insistent demand that our public free schools shall prepare young people for entrance into business pursuits no less than for college or professional training schools. Out of the facts and conditions thus boldly stated grows an important problem which educators to-day have to face. Broadly stated the problem is to put into the public schools, running parallel with the classical, scientific and literary courses, a course of instruction which will fitly educate for life while it also trains for a livelihood in business pursuits. The solution of this problem will necessarily involve a breaking with some educational traditions, one of which is that "a good general education" can be obtained only by following the stereotyped classical or so-called "liberal" curriculum.

"The growth of knowledge has made it necessary to define anew the term 'liberal education,'" says Pres. Eliot. "We have no more a constant and unchanging pedagogy than we have an unchanging form of society," asserts Seidel, in *Industrial instruction a social necessity*. "The demands of one hundred, fifty, or even twenty-five years ago differ from those of to-day, hence education has become more and more a progressive factor, progressive not only in its conceptions, aims and ideals, but in means, methods and appliances," remarks Dutton, in *Social phases of education*. And Special Commissioner Sadler strikes the key-note of the situation when he says "The school cannot create the tendencies of the age, and will therefore do wisely to adapt itself to them

In this connection it is interesting to note that at the last annual meeting of the National Educational Association a declaration of principles, formulated by a committee of which Nicholas Murray Butler of New York was chairman, was adopted by the assembly, and that among these declarations were the following:

"The common school is the highest hope of the nation. In developing character, in training intelligence, in diffusing information, its influence is incalculable. In last resort the common school rests not upon statutory support, but upon the convictions and affections of the American people. It seeks not to cast the youth of the country in a common mould, but rather to afford free play for individuality and for local needs, and aims, while keeping steadily in view the common purpose of all education. We note with satisfaction the rapid extension of pro-

vision for adequate secondary and higher education, as well as for technical, industrial, and commercial training. National prosperity and our economic welfare in years to come will depend in no small measure upon the trained skill of our people, as well as upon their inventiveness, their persistence, and their general information."

The problem before us is not to be solved by injecting into the high school the plan and methods of the so-called business college. As Dr. Herrick, director of the commercial department of the Philadelphia central high school, forcibly remarks, "If schools of Commerce as a branch of public education are to win and hold the favor of the educational experts on the one hand and of the business community on the other, they must be more than 'clerk factories.'" I quote this remark with no disrespect to the better class of proprietary business schools; for these are doing a necessary work for a class that could not get the help they want from any other source. One of the best known business school proprietors of the Middle West has repeatedly said in public speeches that he was proud to say that he ran a clerk factory.

Public business schools or business courses in public schools, if they are to succeed must be made, without any suggestion of supposed inferiority, an integral part of our educational system. This means that they must be conducted on principles and methods that are educationally and pedagogically sound. The first function of all sound education is to "make the man," the next to fit him so far as possible for his vocation in life; and unless this be its recognized aim and end the business course in the public schools has no reason for being. In this view such a course should not be dominated by the technical business studies; but on the contrary the studies that best make for development of faculty and intellectual power should be the first consideration. In recognition of the fact that with us the high school must of necessity be the finishing school of the great majority of students, Pres. Eliot says: "Secondary schools need not feel that now or never is the time for their pupils to acquire useful information. It will be enough if they teach them how to get trustworthy information and to desire it." That his view of the matter is also the view of the business man is shown quite conclusively by the carefully prepared

paper of Prof. C. K. Thurber of the University of Chicago, read before the business section of the N. E. A. in 1897, his subject being "Is the present high school course a satisfactory preparation for business?" As the groundwork for the preparation of this paper Prof. Thurber had sent out a large number of letters to business men and bankers. Of the questions asked the second was, "Which is of the most value, the amount of knowledge gained in school or the discipline and control of the mind?" A large number of replies was received and there was no difference of opinion, the discipline and control of the mind being considered by all of first importance.

I have said that the commercial course in the high school should bear no brand of supposed inferiority or weakness. Its character educationally should be beyond the possibility of any such stigma. In breadth and disciplinary value it should be the peer of any course in the school and it should cover the same period of time. Time will not permit me to discuss the details of a curriculum. I will simply suggest that there should be abundant instruction in English, with considerable attention to its literature and a minimum of technical grammar. One foreign language at least should be studied for two years. History should receive attention, United States history being studied with copious references to English history, and in connection with geography and civics; while history of commerce should be studied with commercial geography, intensively as to our own country, and more generally as to others, and the whole should be supplemented by economics and commercial law. Mathematics should of course be a foundation subject, and include algebra or geometry, perhaps both. The curriculum should also include natural history studies, physics and chemistry, physiology and hygiene, and drawing, either as required or elective studies, and there should be occasional rhetorical exercises and perhaps music. The strictly technical instruction would include bookkeeping, business arithmetic, business correspondence and business forms with abundant practice, business technics and office routine, shorthand, and typewriting; and there should be occasional instruction, perhaps in the form of lectures, on banking and finance, transportation, commercial legislation and the ethics of business.

Bookkeeping is the leading technical study and the instruction as to the underlying principles of the science and their practical application to the recording of business transactions should be thorough and exhaustive, and accompanied at every step by illustrative examples. In due time the student should be required to write up two model sets of books, including the writing of all the business papers involved, and covering two distinctly different kinds of business. He should be instructed in bank bookkeeping as to its distinctive requirements, and also as to the special books necessary for corporations or stock companies; and in all cases strictly up-to-date methods should be taught. No attempt need be made to go into the variety of details applying to all the different lines of business. Such a course would be practically as impossible as unnecessary. As bearing somewhat on this phase of the subject I endorse the following words of Dr. Herrick: "The student should be so trained that his economic value should not be fixed by what he is but what he may quickly and readily become; he should be of worth for his skill in gaining and using new information." But to this I would add that if the student has mastered the principles and done the work I have just suggested, while he would not be by any means a finished business man, yet he would be able to take up and continue correctly and intelligently any set of books in any line of business, and therefore equipped to immediately become at least a self-sustaining member of society, and qualified to become also an efficient member of the business community.

Under the head of "Obstacles to the inauguration of commercial education" Dr. Herrick says: "Those who hold for mixed schools (meaning high schools having classical, commercial and other courses) do so on the supposition that harmonious relations will be sustained and fair treatment shown; but this after all can hardly be expected. The two forms of education are dissimilar, and unless they can be organized as separate schools in one institution, they should be in separate institutions. Self interest and intensity of belief are reasonably sure of making business education and classical education uncomfortable neighbors. In writing this I want to bear testimony to most kindly personal treatment from my colleagues at the Central high school, but many

of them do not believe in the project in which I am identified, and they do not wish to see the experiment succeed, at least not as a rival department of a school that they rightfully feel stands for education along radically different lines. From the situation in which commercial education is placed in literary and classical schools there is but one logical conclusion, independent schools are so desirable that they seem necessary."

I have no hesitancy in saying that I believe this conclusion is erroneous. It would be difficult to conceive of a more serious blow to commercial education than the establishment of a conviction that business courses could not be successfully maintained in high schools by the side of the earlier existing courses. In great cities like New York, Philadelphia and Chicago, where perhaps classes would be so large in all the studies as to tax to the utmost the teaching capacity of every individual member of the faculty, I concede that an independent commercial high school would be not only desirable but essentially necessary. But to hold that in the smaller cities and towns such separate establishments would be necessary, would be to make commercial courses, in many communities that want them, unattainable by reason of the increased expense required to provide an entirely separate teaching force, separately housed. It is my opinion that such trouble as that which Dr. Herrick apprehends would not be likely to arise in any place where the sentiment of the people was in favor of a business course, and that in any event any teacher whose prejudices led to any violation of "harmonious relations and fair treatment" would be promptly and authoritatively invited to remove to some more congenial field of activity.

Dr. Herrick himself says in the closing paragraph of his account of the "Secondary school of commerce in Philadelphia" that the fact "that the new departure has made so good a showing is due to the fair treatment it has had from President Robert Ellis Thompson, and the intelligent comprehension of its aim and scope by my colleagues in the faculty." What more could be necessary?

I have given attention thus far mainly to the first division of the question set down in the program because I believe that it is about the high school that our best hopes for business education must center. I will now

devote a few minutes, if the time will permit, to the second division of the question. I suppose it is the general sentiment of this council that the grades are already in the last stage of congestion, and that nothing more can be put into them until something is taken out. However, at the last meeting of the State teachers' association I ventured to suggest that something might be done in the way of business instruction for the great mass of students who do not reach the high schools; that it is quite possible in the grades to give the pupils a fair and enduring knowledge of the more common business forms, such as bills, receipts, checks, notes, drafts, and bills of lading, in connection with his instruction and drill in writing—copy books having recently been published with that end in view. In the same way he may be made to some extent practically acquainted with business correspondence, without in either case taking any time from the other studies he is pursuing; and, similarly, some of his work in arithmetic may easily take the form of simple bookkeeping, without any detriment to the subject-in-chief, and with much interest and satisfaction to the pupil, on account of the practical character and novelty of the work. Simple books and forms for this purpose, with full instructions to teachers, are cheap and can be readily obtained.

I have since learned that some such work as that suggested has already been done in at least two large grammar schools in this state. It was not given to all the pupils in any grade, but the work in bookkeeping proved so attractive to the pupils that the principal of one school allowed it to be taken up as a reward of merit to students who had been specially diligent in general work. Of course the grammar school is not the place for specializing; but my suggestion does not contemplate any specializing. The work if done at all should be done by every pupil in the grade, and thus, while no regular study would suffer any loss of time, the knowledge gained would not only be more or less valuable in itself, but both interesting and inspiring to the pupils.

It has been a continuing source of anxiety that so few of our children, and particularly so few of our boys, get into the high school. In a paper read before the American Institute of Instruction, July 10, 1899, on the subject, "Recent changes in secondary schools," President Eliot said: "If we could

get rid of that distinct and most untimely stopping-place at the end of the grammar school, a larger proportion of American children would pursue their education beyond fourteen or fifteen." There is much force in this statement; and in the light of recent experience it has become hopefully probable that if we put sound business courses into our high schools we shall be able to attract and hold for four years longer many more of the boy graduates of our grammar schools. It seems to me also that our chances of doing this will be materially increased if the boys are allowed to catch the flavor of this attractive commercial work before leaving the grammar school.

As a general proposition it seems highly desirable that there should be no difficult

barrier between the grades and the high school, and I quite agree with those who hold that at each stage there should be an education that is as nearly as possible complete in itself and that this should be easily articulated with the next higher stage. It seems also very desirable that the choice of a course of study—and still more of a life career—should be deferred to as late a period as possible, except in cases where the future vocation of the student is practically assured. In this view and on account of the educational importance of retaining the student through the entire course, it would perhaps be wise to defer the strictly technical work in a high school commercial course to the third and fourth years.

IMPORTANCE OF STUDY OF ARITHMETIC

ELLA F. MORAN, SCHOOL NO. 6, ALBANY, N. Y.

AFTER the underlying principles of a subject have been taught, and well comprehended by a pupil, as shown by his ability to solve simple applications of these principles, we may safely leave it, and proceed to a new one, even if the pupil may not be able to unriddle every puzzle that could be presented to him. After all, we are dealing with child minds only, and must be content with child results. I frequently test pupils' comprehension of a point by requesting them to originate little test problems for themselves or their companions to solve. They like this, and it affords amusement as well as instruction.

As I said before, a teacher should be thorough master of the subject she is going to present. What a satisfaction there is in standing before a class thoroughly equipped for the lesson. The president of a college used to say to his teachers, "Do not serve cold victuals; take the lesson in anew; re-think it, and serve it steaming hot." This is especially applicable to arithmetic. Profiting by previous mistakes, or failures, or successes, we should arrange our plans, foresee, and provide for difficulties, and get our tools ready. After the subject has been presented, careful and judicious questioning, as I have said, will be in order, to determine how much has been digested. Although class work at the black-board is useful, and written work at the desk indispensable, neither is sufficient

to test a pupil's comprehension. I find that more can be done with one pupil, working at the board, to aid him, and also the rest of the class, who are observing, than can be done by any amount of class work. A pupil who has only a mechanical knowledge of a subject shows it very quickly when thrown on his own resources, and when called upon to give the reason for each step in a solution. Therefore, I strongly advise more individual work than I imagine teachers are in the habit of requiring. They may say this is impossible where the classes are large. But there is no necessity for individual attention to every pupil, every day. This would be impossible even with small classes. But each day a few, and these the poorer ones of a class, could receive this attention, while the others observe, make corrections and profit by what they see. This, too, will be an offset to the very common and injurious practice that is so prevalent amongst pupils, viz: getting help from their neighbors or in common parlance—copying.

To insure a right understanding of a subject the teacher should insist on the undivided attention of the pupil to the matter in hand. This attention does not consist in any special posture of the body. The child sitting erect according to prescribed rules, with eyes buried in the teacher, may be miles away from the school-room in spirit, while the boy whittling a pencil may

be drinking in every word. I have heard teachers say, "We can control their bodies but not their minds." This may be true to some extent, but after all the child who knows that he may be called on at any moment to rise and repeat what has just been said, is apt to keep his thoughts on what is going on in the room. He can be trained to keep his attention fixed, and if the teacher can secure this attention she will save herself much needless repetition and talk. In regard to this latter—the saving of talk—some teachers talk too much when teaching arithmetic, and in fact, when teaching any study. It is not so much in the quantity as in the quality of the talk that success lies. A few choice words to the point, bearing directly on the subject under consideration, are worth hundreds falling astray of the subject, and serving only to confuse and distract the mind of the child. Moreover a teacher who talks too much in her class-room weakens her power with the scholars, who, hearing her voice from morn till eve, cease to be impressed with anything she may say, and thus they lose valuable explanations, and wise suggestions. I read in an educational paper that the habit of perpetual talking is the result of the teacher's stupidity, and not the pupils. I should rather consider it the result of over-weaning good nature, or over-anxiety, but how unwise, after a subject has been suitably presented, let the children do the talking. Occasionally wise and timely suggestions are in order, but not content with this, some teachers want to do all the work for the pupil, and the child does not receive the mental discipline he would get by thinking for himself. Although he likes to be helped, he likes better to help himself when directed aright.

Mental arithmetic should receive a large amount of attention in all grades, of course of a nature to correspond with the grade—not difficult work, but of the very simplest form. The ability to give prompt accurate answers to little tests given, is of far more utility than the ability to solve long and involved ones by means of pencil and paper. Teachers could scarcely believe how totally incapable pupils in the higher grades are, of working in their heads, as we say, little practical examples, involving the fundamental rules; just such as they will meet with every day in their lives. Constant drill in this kind of work should be given,

and this is making the study of arithmetic practical. The phraseology of the analysis of an example need not be the subject of much worry on the part of the teacher. Some pupils may need more words to express their ideas, while others require fewer. Some prefer one solution, and others another. Therefore, although the teacher may have a preference for one form of solution, I do not think it wise that that form only should be required. In mental arithmetic teachers sometimes insist on certain stereotyped forms of analysis, which are confusing to the child, and of no aid in reaching the result. I recall the story I once read, of a little boy who rejected the aid given him by his parents, in the solution of an example in mental arithmetic, about which he was having trouble; he insisting their method was wrong, while they knew they were right. On returning from school the next day he rushed in on them with, "Now, I knew you were wrong. You left out two 'hences,' and a 'therefore.'"

We should avoid, as far as possible, mechanical solutions in arithmetic; that is—working by rule only. Rules are soon forgotten, and if there is nothing back of the rule the pupil is in a deplorable condition. On the contrary examples should be solved by a train of logical reasoning, based on principles, and a rule, if one be needed, derived from the solution. All the benefit of arithmetic as a mental developer is lost, if rules, and rules only, form the base of work.

Scholars should be trained to form a mental picture of every example; of the conditions and requirements, and to get at the meaning of all terms used, before attempting to solve it. It is in this that the whole secret of success lies, and also the whole benefit to be derived from the study. Failure to see problems in this way is the reason of the utterly incorrect methods used by scholars, in the solution, and of the more than ridiculous answers they are satisfied with.

If arithmetic is so important, how much time should be given to it daily? It is claimed that it occupies too much for the results obtained, and more than does any other subject. Too much time is given to useless matters, as I have stated, and not enough to laying solid foundations. As to the results, they are partly due to the unequal distribution of the time allotted to

the study, and partly to other reasons to which I have alluded. Now do we give more time to this study, than to other branches? In a certain room the program may read—one hour for arithmetic, and a half-hour each for reading, spelling, etc., which makes it appear that arithmetic does occupy more time in that room, than do the other studies pursued. But we must reflect that when the arithmetic period is over the subject is relegated to the background. But not so with reading, spelling or writing. The pupil is receiving instruction in these subjects all through the day in his language, history, and geography lessons. All these lessons are co-related, one with the other, but arithmetic is rarely referred to after the hour assigned for it. Therefore I do not think it occupies an undue share of the program. It may, and does in some cases, occupy too much of the child's home time. An unwise assignment of home work in arithmetic has often sent weary little brains to bed, with such a confused jumble of figures dancing before the eyes, that restful sleep was impossible. It would be better, if it were possible, to keep all work in arithmetic for the class room,

where, under wise guidance, difficulties could be easily overcome, and puzzling points made clear, and Oh! what a relief for tired fathers and mothers.

The time at which arithmetic should be commenced in the schools is another point of discussion. I should commence it with the beginning of school life. Perhaps not with the kindergarten, and yet why not? I believe good work could be done with it even there. The idea of value could be developed there, and the work carried on and expanded through all succeeding grades. Many of our boys and girls leave school at an early age, and should carry out with them at least a rudimentary knowledge of the science. The more they have, the better they will be equipped for life work.

In conclusion I would say that no method will be successful, no plan of use, unless the teacher brings to her work unquenchable interest, infinite love, and hope, and patience. Laboring with these tools she will be able to accomplish her task, and for reward listen, one day, to those blessed words, "Well done! thou good and faithful servant."



THE NATIVITY

SCHOOL MEN OF THE HOUR

UNDER THE HOLLY BOUGH

Ye who have scorned each other,
Or injured friend or brother,
In this fast-fading year;
Ye who by word or deed
Have made a kind heart bleed,
Come, gather here!

Let sinned against and sinning
Forget their strife's beginning,
And join in friendship now;
Be links no longer broken,
Be sweet forgiveness spoken,
Under the holly bough.

WILLIAM McANDREW

(For portrait see front cover)

IT would need a far abler pen than ours to draw an adequate and faithful sketch of the teacher, *litterateur* and most practical of school men, William McAndrew. As the subjoined sketch will show, Mr. McAndrew, though still a young man, has had a very interesting career. He is at present principal of one of the largest schools in Brooklyn, having fifty-three assistant teachers. He brings to this work enviable health and vigor, thorough scholarship, good sense, quiet dignity, and an unfailing fund of good nature and geniality. He works hard, being a student not only of his profession, but of affairs as well. He is regular and methodical in his work, and has won marked and merited success for one of his age. Nevertheless he takes life comfortably. Like all men who work systematically, he finds time for intellectual and physical recreation. Residing in Brooklyn during the winter months only, the greater part of the year he lives at Glenwood-on-the-Sound. Here nearly every evening he is to be seen with his family cruising about the sound in his boat, and later by his seaside hearthstone, after the work of the morrow has been planned, indulging in the delights of literary pursuits. Nevertheless, eight o'clock the next morning finds him at his desk at the school, getting in shape the work of the day.

Mr. McAndrew has a penchant for statistics, and this with his charming and lucid literary style, he has given in abundance to the cause of advancing the interests of teachers, believing that thereby he also advances the interests of education. As he wrote in an article which recently appeared in the *Outlook*, "What the educational horse of to day needs is not so much the spur as more oats." Because of his mastery of clear, vigorous English and his

common sense views and his unique way of putting things, we find him a welcome contributor not only to educational periodicals, but to those of a general literary character as well.

It is said that the charm of an apt phrase lies in the novelty and surprise that is roused by its being put in that way. If this is true the charm of Mr. McAndrew's writing and conversation is easily explained.

As chairman of the Committee of the New York Teachers' Association on the condition of the teacher, he prepared and read at a meeting of that association in Rochester in July, 1898, the most complete, thoughtful, and effective discussion of the question of the "Theory of Salaries" that ever before or has since appeared. This paper, at the direction of the Executive Committee of the State Association, was issued in pamphlet form, from the columns of this magazine, and circulated through the entire country. He made a second report at the Thousand Island meeting last June, which appeared in our issue of September last.

Although a believer in ample "oats" for educational workers, he is none the less insistent upon their thorough training before going to the post, as well as in reliable running on their part during the daily race. He is an equally strong advocate of thorough preparation and continued seeking after culture by the teacher, as the reading of the article last referred to will show.

Mr. McAndrew first saw the light of day at Ypsilanti, Mich., in 1863, and was educated in the High School and State Normal School of that place. He was graduated from the University of Michigan, taking the classical and teachers' course, in 1886. He then became instructor in the Hyde Park

High School, Chicago, where he remained two years, afterwards serving as its principal. Mr. McAndrew, becoming involved in a "school fight," thought he would like to get out of the profession which he adopted, and became traveling passenger agent of the Great Northern Railway, St. Paul, Minn.; but he remained only a year in that business, and returned to what is certainly his vocation. He became superintendent of schools of St. Clair, Mich., which position he held for a year, when he came east to become principal of Pratt's High School, where he remained six years. This position he resigned to enter the public school service two years ago.

Mr. McAndrew has taken part in all the activities that interest the principals of Brooklyn, and his popularity with his associates is attested by the offices of honor they have bestowed upon him. He has been President of the Schoolmasters' Association of New York and vicinity; member of the executive committee of the Brooklyn Teachers' Association for eight years; Chairman of the Committee on High School Grade Meetings for 1897-'98; Vice-president of the Department of Pedagogy of the Brooklyn Institute, and Chairman of Section of Methods of the Institute.

In December of 1897, Mr. McAndrew took the examination for a Brooklyn principal's certificate, and later he entered the examination for examiners of teachers in the City of New York. He was one of the five candidates who passed, and was selected by Dr. Maxwell as one of the four examiners provided for by the Charter.

As he had given his word to the School Commissioner who had nominated him as principal that he would not leave the position before the conclusion of the school year, he declined the appointment.

Com'r S. H. PEABODY

It will be noticed that the NEW YORK EDUCATION has all the fall given room to illustrations of the Pan-American Exposition, to be held at Buffalo next year. We do this as a matter of State loyalty, because the Exposition is educative, because Buffalo is rapidly getting to have good schools, and because we want Buffalonians to listen to us when we tell them they ought to pay the teachers in these good schools better wages than they do.

To secure a competent person to take charge of such an educational exhibit as should be made at Buffalo is no easy task. The position is one that requires not only educational knowledge and experience, but also an executive and administrative capacity not found in every one, let alone every school man. The school men possessing these qualifications were not inclined to give up their permanencies for this temporary work, and those not possessing these qualifications were not wanted.

It is fortunate, therefore, that the management found a gentleman fully equal to the occasion, as well experienced in the very work, who happened to be so situated that he could give his time to the work.

The gentleman selected, Selim H. Peabody, Ph. D., LL. D., Superintendent of Liberal Arts in the Pan-American Exposi-



COM'R S. H. PEABODY

tion to be held next year at Buffalo, New York, was born in Vermont. His boyhood days were spent amid the ascetic austerities of Eastern Massachusetts. His father was a clergyman of the Jonathan Edwards type, earnest and severe. The father died when the lad was twelve years of age, leaving the usual endowment of a New England minister. The most of the boy's fitting for college was obtained at the Boston Latin School. He graduated, and obtained most of his subsequent degrees at the University of Vermont.

Before he entered college he began the work of a teacher, an avocation which he pursued for more than forty-five years. During the last eleven years of that time he was President of the University of Illinois. His special field of labor was found in pure

and applied mathematics, engineering, and kindred subjects. He has been President of the State Teachers' Associations of Wisconsin and Illinois; of the National Council of Education; of the Chicago Academy of Sciences, etc. He is the author of books upon Arithmetic, Astronomy and Natural History, and has written frequently for magazines and other periodicals. He was

the first editor-in-chief, and afterwards an associate editor of the International Encyclopedia. He was Chief of the Department of Liberal Arts at the Chicago Exposition of 1893, and was for a time the historian of the United States Commissioner to the Paris Exposition of 1900. He entered upon the discharge of his present duties during the last week of October just closed.

THE BEST TO BE FOUND

YULE-TIDE

Within the hall are song and laughter.

The cheeks of Christmas glow red and jolly,
And sprouting is every corbel and rafter

With lightsome green of ivy and holly;
Through the deep gulf of the chimney wide

Wallows the Yule-log's roaring tide;
The broad flame pennons droop and flap

And belly and tug as a flag in the wind;
Like the locust shrills the imprisoned sap,
Hunted to death in its galleries blind;

And swift little troops of silent sparks,
Now pausing, now scattering away as in fear,
Go treading the soot-forest's tangled darks
Like herds of startled deer.

—Lowell's "Vision of Sir Launfal."

Articles from Educational Journals Summarized

COUNT me o'er earth's chosen heroes,—

They were souls that stood alone,
While the men they agonized for, hurled
The contumelious stone.—*Selected.*

SCHOOL prizes are all right, provided effort rather than achievement is rewarded.
—*Missouri School Journal.*

SYSTEM is important, but no system can compensate for the want of personal effort on the part of the teacher.—*Educational Exchange.*

MUCH of our admiration for the classics is a sham, due in great measure, to our sheeplike unwillingness to think for ourselves.—*Prof. Brander Matthews, Columbia College.*

JUVENAL has said: "The man, the character, is made at seven. What he is then will he be always, in spite of a thousand teachers you may give him after the formation period."—*Exchange.*

THERE are some teachers who try to conceal their stupidity and inefficiency beneath the cloak of religion. Religion is an excellent armor, offensive and defensive, but it is a pitifully poor cloak.—*Exchange.*

A TEACHER had told a class of juvenile pupils that Milton, the poet, was blind. The

next day she asked if any of them could remember what was Milton's greatest affliction. "Yes'm," replied one little fellow, "he was a poet."—*Exchange.*

A LITTLE boy writing a composition on the zebra the other day was requested to describe the animal and mention what it was useful for. After deep reflection he wrote: "The zebra is like a horse, only striped. It is chiefly used to illustrate the letter Z."—*Exchange.*

DON'T start anything new in mathematics in damp, rainy weather. It is said that mental errors, such as mistakes in bank figures are more common in stormy days than in clear ones. Bad weather tends to diminish mental activity. A bracing air produces energy.—*Primary Education.*

THE capacity for enthusiasm in work, characterizes the successful teacher. Too often we find teachers who have no joy in their work. Teaching is a sort of voluntary imprisonment; school work of any kind is drudgery. Their compliance with recognized requirements involves a perpetual protest. Outwardly they may follow the lines of prescribed duty. Within is the spirit of rebellion and anarchy. What a contrast between such a teacher and the one who finds positive enthusiasm even in drudgery.—*Educational Exchange.*

"Oh, Papa, we are studying infinitives," said a little ten-year-old. "So?" said her father. "Yes, and they are awful easy," said the child. "Just to and an action word." Said the father, "Going to school, eh?" "Yep," said the child. "Whipping two boys?" "That's it," said the child. "Growing too cold?" "That's another," said the child, "We are going to take up participles next. We understand 'em all." And the little maiden finished her dinner in blissful ignorance that there is any difficulty in grammar.

The school represented in the above is a good school and the child will come out all right, but supposing she depends on what she gets in the sixth grade grammar class for her success—she won't have any.—*School Education.*

PROF. WILLIAM JAMES, of Harvard, in his text-book on psychology, says: "Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct while in the plastic state. Every smallest stroke of virtue or of vice leaves its scar. The drunken Rip Van Winkle in Jefferson's play, excuses himself for every fresh dereliction by saying, 'I won't count this time.' Well, he may not count it, and a kind heaven may not count it, but it is being counted none the less. Down among his nerve cells and fibres the molecules are counting it, registering and storing it up, to be used against him when the next temptation comes. Nothing we ever do is, in strict, scientific literalness, wiped out. Of course, this has its good side as well as its bad one. As we become permanent drunkards by so many separate drinks, so we become saints in the moral, and authorities and experts in the practical and scientific spheres by so many separate acts and hours of work."

A CHILD was lost, years ago, in a little town among the New Hampshire hills. Distracted, the parents ran here and there. Friends offered consolation and advice, and joined in the search. Church bells were rung to arouse the neighborhood and up and down the streets marched the town crier with bell in hand, announcing the sad news. Hours thus passed and with all the noise and confusion it seemed that nothing would be accomplished, when far off through one of the fields some one descried

the town fool approaching with the child safe and asleep in his arms. In the general rejoicing some one thought to ask: "How did you know where to find him?" and the answer was simply this: "I went away from the crowd, sat down on a stone and asked myself: 'If I were a little boy and ran away from home, what would I want to do and where would I go first?' and then I went there and found him." Wise fool! In trying to understand the child, he first as far as possible put himself in the child's place.—*Midland Schools.*

It takes three years to make a three-year-old elm tree. Under glass, protected from the wind and storm, forced by artificial heat and light, nourished by scientifically prepared ingredients in the soil, the tree may be made to present the three-year-old appearance in two years, or even one. Taken from its hot-bed, placed in the world to meet the storms of nature, we know the forced breeding and training betrays itself, and the three-year-old is dead or maimed.

Is it so different with animals—human animals with the intellect? Cannot the twelve-year-old boy be crammed with Latin, Greek and mathematics and be fitted for the standard college at that time?

The element of time receives too little consideration. Probably the wail that is lifelong as to the lack of knowledge in arithmetic in the grammar school is caused by undertaking to compel a twelve-year-old intellect to analyze and comprehend matter that should not be approached until later, when Father Time has had opportunity to get in his work lawfully, not forcefully.—*Primary Education.*

VERTICAL writing is just now suffering the natural reaction that follows the introduction into the schools of anything new, and which runs counter to established convention. The system has been thrown out of the schools of a few large cities, and experiments are now making with a "semi-slant" round hand. It is admitted by all that greater legibility is gained by the vertical than by the slant system, but there seems to be some doubt in regard to speed.

Those who cling fondly to the old because it is old will rejoice that the reaction has come, and will try to carry it to the extent of a return to the traditional 52° slant, Spencerian hand. But this will never be

accomplished; the old Spencerian system is dead, and nothing can galvanize it back into life. The slight backset which the vertical script is now experiencing in some places was inevitable, and the advocates of the system expected it.

Nevertheless some form of round, open, upright penmanship will be the prevailing style henceforth taught in the schools. The ease with which such a hand can be read is an argument in its favor which more than offsets a slight loss of speed even if there is such a loss.—*Western Teacher*.

PROTESTS against the custom of teachers using their profession as a stepping stone to something better have become frequent and emphatic in these latter days. In general this shaft of criticism is wrongfully aimed, for it is aimed at the best teachers in the profession. The very fact that the teacher aspires to higher heights is evidence that he is a good teacher. If he cannot attain the higher heights of his own profession he has every moral right to seek a new profession and must be condemned if he does not.

In too many cases, in school and out, the dead level is reached all too soon. The progressive lawyer-teacher or doctor-teacher is more of a power than the less progressive teacher, though with years of familiarity with the school room. The cases are not few where these live, ambitious young men and women, going into other professions have left vacancies in the ranks all too big for the teacher of the rank and file. Give us more such teachers. If reforms are to be made let them be made in the conditions so that the chances to "rise" will be as great in teaching as they are in law or medicine.—*Southern School Journal*.

"How can I keep the children from whispering?" "How can I stop the spit-ball throwing?" "How can I get the pupils to pay attention?" These and similar questions puzzle the young teacher. The common mistake of teachers is to attempt a direct and immediate solution of these problems. This method is based upon fear and the end is secured by rule, command, force, punishment. The true teacher has learned a better way. She has learned that these manifestations of human nature cannot be effectively and permanently checked by direct means. She knows that these trou-

lesome school activities are human; that they are natural effects based upon natural causes. She knows that fear as a motive of action is negative, superficial and temporary. She stops the whispering, not by command, but by interesting each pupil in his individual work, by stimulating the spirit of courtesy and non-interference with the rights of others. She stops the "spit-ball" throwing, not by the fear of punishment, but by planting in the child motives of self-respect and courtesy to the teacher and the school. She secures attention, not by direct command, but by the establishment of interests that will make the attention voluntary. God did not make a cosmos out of chaos in one day, by direct command, but by a gradual development through natural and intermediate agencies. The school must be converted from a chaos of disorder into a cosmos of moral harmony through the creative power of the teacher.—*Educational Exchange*.

OUR schools histories seem to need revision. Slavery, secession and war are, of necessity, associated with the Southern States. But do our text-books impress the fact that slavery existed in many of the Northern States, also, in the early years of the century, that it was New England votes combined with those of the extreme South, that prolonged the slave-trade twenty years, against the protest of the middle South? Do our school children realize that secession was boldly and widely advocated in New England in 1814? Do they think of the Southern leaders as high-minded, noble, and devout men, who fought with consummate bravery? Are we clearly taught that many of those leaders were in favor of the gradual abolition of slavery; that the questions involved were open to honest difference of opinion; that financial considerations unconsciously biased the views of both North and South on slavery, and that the Northerner, on removing to the South, generally came to hold the views of his new neighbors? Do our school histories emphasize the deep unity of all sections? All are brave. All love liberty.

The truest history as well as the most patriotic, is that which gives great emphasis to the heroism and honesty, the manliness and Christian character of the combatants on both sides. The fact of profoundest significance to every American, and to the

world, is the deep unity of the American people in ideas and character; yes of the English-speaking race, and that every part of it is worthy of the highest respect, however we may differ on some few points out of the many. No history is worthy of a place in our schools that is not written in this spirit. The resolution recently introduced into the meeting of the Grand Army of the Republic is altogether praiseworthy. It recommends that school histories use some designation like the "War between the States," instead of the "War of the Rebellion," thus avoiding a needless irritation of Southern feeling.—*Western Teacher*.

THE teacher who sits still and expects to see the school work of this country go on in the same way, year after year, simply reads the educational signs of the times backward. Life, movement, activity are manifest everywhere from the vacation school of the crowded cities through the summer schools of the universities in every section of this country. Old institutions that were living on a dead record of the past have been rejuvenated, and are now using all the latent forces at their command to keep up with their younger and more vigorous and progressive rivals. Teachers, principals, and superintendents are spending their summer vacations at the great universities in order to understand, to appreciate, and to adapt university methods to their lower grade work, while the universities in their summer schools are putting forward, as teachers and lecturers, their brightest and most ambitious professors to instruct those in attendance.

It is beginning to be recognized that good methods are very closely akin, although applied in modified forms, in all grades of schools, and that open-minded teachers are seeking the best that has yet been discovered in the theory and practice of education, or in the art of imparting knowledge, or improved methods of presentation. Those who went away this past summer to increase their present store of learning by study and observation will go into school this fall with a wider horizon and a very different outlook from the one they had when the schools closed in June. They have come in contact with another order of mind, with another educational atmosphere, with another spiritual influence, and with a newer and broader conception of education and the many currents of influence that are pouring into our civil-

ization to make up the composite that we call our national life.

We need lifting up out of the lower ground, out of the shadows, to the hilltops and the mountain tops, so as to see all that vast educational plain, and to understand the play of the myriad forces at work there, shaping into form the institutional life of our people. We are working with destiny—the destiny of this nation. It is no ordinary trust—it is the highest ever imposed on man and woman. Do you know it and feel it as a great force working in all things round about us?—*Supt. J. M. Greenwood*.

ONE of the beneficial results of the scientific study of education as a process of growth and development is found in the better understanding we now have of the dangers of too early attention to intellectual work on the part of children in our public schools. Among parents as well as among teachers the conviction is slowly maturing that even yet children begin to learn too early and that it is injurious for the development of the brain if children are fettered to the school-desk when only five or six years old. Those of our readers who have followed the investigations of Professor Mosso know his opinion as to the injurious effects resulting from precocious instruction. In his lecture on "Psychic Processes and Muscular Exercise," delivered at the decennial celebration of Clark University last year, Professor Mosso shows the close relation between brain development and muscular activity. The fact that the brain develops later in man than in all other animals is due to the later development of his muscles. It is clearly demonstrated by investigators like Mosso that the intimate relation between mental processes and movements makes physical education and gymnastics necessary not only as a means of developing the muscles, but the brain as well. In this fact lies the strongest argument for the introduction of manual training into the earlier grades of the city schools. If we wish to hasten the development of the brain, says Professor Mosso, the question is to be decided whether we can better secure this result by stimulations of the senses and intellectual work or by muscular exercises. The latter method is, he declares the more natural, and the way to begin the development of the brain is to consolidate the motor nerve paths which develop first, and after that seek to develop

the portion of the brain concerned with intellectual work. Modern views show a tendency, Professor Mosso continues, to confirm what the great philosophers of Greece already recognized, viz., that children ought to begin to read and write only with the tenth year. This will seem an extreme view to conservative teachers, but the simple fact is that science is slowly making it clear that no more time in childhood should be devoted to intellectual work than to muscular exercise, and that in the earlier years there should be no intellectual work at all, especially like that often found in our primary schools. While Professor Mosso's characterization of the modern education of youth as an artificial hothouse culture rather than as a natural training of the human plant may be over-severe, yet it is hard to resist the conviction that he is not far from the truth.—*Journal of Pedagogy*.

THOUGH there should be organic connection between the school and business life, it is not meant that the school is to prepare the child for any particular business, but that there should be a natural connection of the every-day life of the child with the business environment about him, and that it is the affair of the school to clarify and liberalize this connection, to bring it to consciousness, not by introducing special studies, like commercial geography and arithmetic, but by keeping alive the ordinary bonds of relation. The subject of compound-business-partnership is probably not in many of the arithmetics nowadays, though it was there not a generation ago, for the makers of textbooks said that if they left out anything they could not sell their books. This compound-business-partnership originated as far back as the sixteenth century. The joint-stock company had not been invented, and as large commerce with the Indies and Americas grew up, it was necessary to have an accumulation of capital with which to handle it. One man said, "I will put in this amount of money for six months," and another, "So much for two years," and so on. Thus by joining together they got money enough to float their commercial enterprises. Naturally, then, "compound partnership" was taught in the schools. The joint-stock company was invented; compound partnership disappeared, but the problems relating to it stayed in the arithmetics for two hundred years. They were

kept after they had ceased to have practical utility, for the sake of mental discipline—they were "such hard problems, you know." A great deal of what is now in the arithmetics under the head of percentage is of the same nature. Children of twelve and thirteen years of age go through gain and loss calculations, and various forms of bank discount so complicated that the bankers long ago dispensed with them. When it is pointed out that business is not done this way, we hear again of "mental discipline." Yet there are plenty of real connections between the experience of children and business conditions which need to be utilized and illuminated. The child should study his commercial arithmetic and geography, not as isolated things by themselves, but in their reference to his social environment. The youth needs to become acquainted with the bank as a factor of modern life, with what it does, and how it does it; and then relevant arithmetical processes would have some meaning—quite in contradistinction to the time-absorbing and mind-killing examples in percentage, partial payments, etc., found in all our arithmetics.—*Dewey's The School and Society, University of Chicago Press*.

I think it very important to try to get a view of our system of teaching mathematics which is not too much tinted with the pleasant memories of one's youth. Like all the men who arrogate to themselves the right to preach on this subject, I was in my youth a keen geometrician, loving Euclid and abstract reasoning. But I have taught mathematics to the average boy at a public school, and this has enabled me to get a new view. I have seen faces bright outside my room become covered as with a thin film of dullness as they entered; I have known men, the best of their year in England in classics, lose in half an hour as men did in the first day of slavery in old times—half their feeling of manhood; and I have known that, as an orthodox teacher of mathematics, I was really doing my best to destroy young souls. Happily, our English boys instinctively take to athletics as a remedy, and I know of nothing which gives greater proof of the inherent strength, in good instincts and common sense, of our race than this refusal to allow one's soul to be utterly destroyed.

I have also mixed much with engineers, who really need some mathematics in their

daily work, men who say that they once were taught mathematics, and I know that these men never use anything more advanced than arithmetic, and actually loathe a mathematical expression when it intrudes itself into a paper read before an engineering society. Of all branches of engineering, electrical engineering relies most upon exact calculation. Well, the average electrical engineer in good practice would rather work a week at many separate arithmetical examples than try for an hour to get out the simple algebraic expression, which includes all his week's results and much more. Yet he has passed perhaps certain rather advanced examinations in mathematics. Furthermore, those engineers who can most readily apply mathematics to engineering problems almost invariably descend to the position of teachers and professors in schools and colleges, and they seem to lose touch completely with the actual life of their profession. I have studied these phenomena very carefully, and I affirm that they are directly traceable to the absurd thing called mathematical teaching in schools and colleges.

I do not mind retaining the buttons at the back of my coat; many useless ancient ceremonies may still be practiced, and I shall not object. I can even admire them, but the unscientific waste of the valuable youth of millions of our people, now that we are face to face with nations who evidently appear to be determined to destroy England through commerce and war, is so abhorrent to me that I cannot think of it with patience. It is not merely in arithmetic and geometry, but in the higher parts of mathematics, that this waste goes on. Newton employed geometrical conics in his astronomical studies, and mechanics was developed; and, therefore, it is that every young engineer must study mechanics through astronomy, and he dare not think of the differential calculus till he has finished geometrical conics. The young applier of physics, the engineer, needs a teaching of mathematics, which will make his mathematical knowledge part of his mental machinery, which he shall use as readily and certainly as a bird uses its wings; and we teach him in such a way that he hates the sight of a mathematical symbol all his life after.—*Prof. Perry in Nature.*

WE give below two views of the vexing question of the usage of the Scriptures in

the school, which will be of interest to teachers everywhere:

"We note with pleasure that an effort is being made to reintroduce the Bible into the public schools of Chicago. *The Advance* states that 'a majority of the committee on school management has endorsed the proposition.' We are glad to learn of this movement. It is a movement in the right direction. It is an effort to correct a great wrong. The Bible should never have been driven out of the public school. It has a place, and a very important place in the school curriculum. We do all pupils, but especially those who have no biblical instruction at home, an injustice when we deprive them of the opportunity to learn something of this, the greatest of all books. The Bible should be in the schoolroom on purely literary grounds for the simplicity, majesty and sublimity of its thought, the glow of its eloquence, and the vigor, directness and intensity of its expression. The Bible should be in the schools on moral grounds as a mighty incentive to right living, and an aid to all religious aspiration. And the Bible should be in the schools on purely business grounds, teaching our youth to hate lying, to obey the golden rule, never to yield to sudden impulse, and by its sound and salutary teaching, especially in Proverbs, to follow out those noble lines of action which win respect and lead on to success. The Bible lifts up one's ideals. It ennobles life. We hope this movement will be successful in Chicago and in every place where the Bible does not hold that honorable place in the curriculum to which its transcendent worth entitles it."—*Education.*

"It is a well meant misdirected enthusiasm which is seeking by a sugar-coated process to introduce the Bible into the public schools. The minimum of good that would result from such a course would be overwhelmed and submerged by the unfortunate results that are bound to follow in its wake. The least of these evils would be the interminable discussions over the right of the board to enact such legislation. The most serious results would come from the continual ferment in which the schools would find themselves. Teacher and pupil, parent and teacher, in some part of the city, would be continually at war. Energies that might be directed to better ends would be dissipated in useless and endless word strife. The superintendent and his assistants would

be called upon constantly to solve those vexed questions that have caused sore feelings from the time the church and school began to separate their activities.

If there is one thing more than another that the people of this nation desire, it is the absolute separation of church and state. Religious belief is not a concomitant of secular education. So thoroughly is this grounded in the acts and purposes of the American people that the question is never raised except locally, and even then the agitation is confined to small areas.

There is no disputing the standing of the Bible as literature. There is no doubt of the general beauty and purity of most of its chapters. There is no question as to the immorality of others. It is possible to compile a book of extracts from the Bible for supplementary reading which shall contain none of its faults. It is not possible, however, to divide the understanding or interpretation of the passages from their credible significance."—*Chicago School Weekly*.

A FEEL IN THE CHRISTMAS AIR

JAMES WHITCOMB RILEY

They's a kind o' *feel* in the air, to me,
When the Chris'mas time sets in,
That's about as much of a mystery
As ever I've run agin!
Fer instunce, now, whilse I gain in weight
An' ginerall health, I swear
There's a *goneness* somers I can't quite state—
A kind o' *feel* in the air

They's a feel in the Chris'mas air goes right
To the spot where a man *lives* at!
It gives a feller an appetite—
There ain't no doubt about *that*!
And yit, they's *somepin*—I don't know what—
That follows me here and there,
And ha'nts and worries and spares me not—
A kind o' *feel* in the air

Is it the racket the children raise?
W'y, *no*!—God bless 'em!—*no*!
Is it the eyes and the cheeks ablaze—
Like my own wuz, long ago?—
Is it the bleat o' the whistle and beat
O' the little toy-drum and blare
O' the horn?—*No! no!*—it's jest the sweet—
The sad-sweet feel in the air.



From Mowry's "American Inventions and Inventions." Copyright, 1909, by Silver, Burdett and Company.

OLD NEW ENGLAND KITCHEN.

FOR THE SCHOOL ROOM

CHRISTMAS

"Then pealed the bells more loud and deep,
God is not dead, nor doth he sleep!
The wrong doth fail, the right prevail,
With peace on earth, good will to men!"

The time draws near the birth of Christ;
The moon hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.

—Tennyson. *In Memoriam.*

GEOGRAPHY IN HISTORY

GEOGRAPHY is the background of history, and it is necessary all the time to keep pupils in mind of the fact—self-evident as it seems—that events occur *somewhere* as well as *somewhen*. One of the greatest faults to be found with the old teaching was the isolation of these two subjects throughout; history was not localized, and geography was carried in some mental compartment carefully separated from everything else, as if it were valuable purely for its own sake. The older text-books on history had few and poor maps, wall maps and atlases were seldom or never used in studying or reciting history, and consequently notions of places where historical events occurred were very hazy.

The proper localizing of history not only fixes it, but teaches geography better than any other study of geography alone can do. Text-books of history should be selected which have numerous and clear maps, and frequent use should be made of atlases by the pupils while preparing a lesson. In recitation, suitable wall maps should be at hand for ready reference, and should be used freely by the pupils in reciting. If wall maps are, for any reason, not available, then the text-books should be unhesitatingly opened and their maps used in recitation.

In addition to such study of maps, the pupils should be required to prepare, as a part of their history work special maps of their own drawing. These may be drawn to a specified scale on suitable sheets of uniform size; or, preferably, they may be prepared on outline maps, which are procurable from any school publishing company, and the use of which will secure greater neatness and uniformity and save much time. For example, the outline map of the hemispheres may be used first, and each pupil required to bring in, after a week's study of the text-books, one of these maps, filled out in colors, to show Genoa, Spain, Columbus's route across the Atlantic, and the region of his first landing upon this hemisphere.

While studying the explorations of the Cabots, De Soto, or La Salle, the routes followed should be traced upon outline maps of North America, as the study proceeds, and these maps should be turned in as a part of either regular or review work. In the same way maps should be made to show the acquisition of territory, the sites of famous battles,—the position of opposing armies being marked in solid lines of different colors, while routes of marches are shown by broken or dotted lines,—the changes and growth of parties, the increase of population, and, in short, nearly every kind of historic fact that can be graphically represented. Care should be taken to print in all important dates, *on the face of the map*.

This sort of map work is very valuable in the general study of history, but is still more so in the intensive study of the subject,—the careful working out in detail of some definite portion of history.—*Roark's Method in Education. American Book Co.*

TWO WAYS

I.

"I am ashamed of the work this class is doing in arithmetic," said a teacher to a visitor in the presence of her school. "They don't seem to try at all. If they did, I'm sure they wouldn't have any trouble." The pupils overheard the remark. They did try, but probably not just as hard as they might have done. The visitor stayed for the recitation and very often she heard this, "You aren't trying to see it;" "You don't try to remember what we have had;" "I get so tired of telling you over and over again the same things." The point was difficult and the visitor wondered how many years it had been since the teacher herself had been familiar with the subject. But the teacher had forgotten if there ever had been a time when the subject was not clear to her, and seemed to think the children ought to see it now as readily as she herself saw it.

II.

"Are you going to hear our arithmetic lesson to-day? Well, we have been working very hard on division for nearly a week. We don't see it very clearly yet, but it is getting easier for us every day, and we are sure we can master it in a few more lessons."

* * *

Can you see the difference between these two schools? One uses the pronoun *you*; the other, the pronoun *we*. One talked to the class; the other, *with* them. One discouraged, the other encouraged. One humiliated, the other uplifted and inspired confidence. One *teaches* school, the other does not.

There are entire rooms of children in which there are not more than two or three really slow or disagreeable children and forty or forty-five fine, spirited, little people who always try to do exactly the thing they know is wanted to be done. Now, what does this teacher frequently do? She worries and frets and fumes and scolds about her school; the children are so slow, so dull, disagreeable or disobedient. Whenever anybody asks about her school, she immediately makes it a special point to tell how trying her pupils are, how slow some of them are in their work. She dwells at such length on the shortcomings of these two or three that people soon become to think the children of this school or of this particular town must be doing poor work. This teacher has given all this impression herself. She has let two or three bad pupils overshadow the forty good ones.—*Indiana School Journal*.

THE DANGERS

The following story from the *Primary School* illustrates very forcibly one of the dangers in teaching the little ones these words:

"Little six-year-old Robbie was ready for his first day at school. He was a farmer's boy and, as he lived about three miles from the city school he was to ride with the older pupils, who were usually taken from their suburban homes by the city barge.

"Robbie's heart was full of golden anticipations when he left home that morning. Alas! when he returned at evening there was leaden dullness in their place. School had not proven that intensely interesting

place that little Robbie had expected. But why?

"Miss Frazer, the teacher, had been teaching the children the word *cow* that morning, and she had done everything she knew how to impress the word, the word, the word, the picture, the attributes of the animal upon the minds of the little ones. But never once did she ask one of the children what he or she knew about the cow, and there was the little farmer lad running over with the knowledge of the subject.

"The next morning when Robbie's class was called all came out but Robbie. Miss Frazer called, 'Robbie, come out with the others.' 'I don't want to come,' was the unexpected reply. 'Why not?' said the surprised teacher. The answer came with contemptuous frankness, 'Because I've heard all I want to about that old cow.'

"It is doubtful if much arguing or explaining by a superintendent could have brought home to Miss Frazer's heart such a lesson as did that childish complaint.

"She pondered the lesson well, and since that time has tried very hard to resist that temptation that so often besets a teacher—to look upon children's minds as so many empty vessels into which the water of truth is to be poured and so stored up for use."

POPULATION OF UNITED STATES AND
LARGE CITIES

Turn to the tables in the back of your geography and paste into it the following:

Alabama	1,828,697	Nebraska	1,068,901
Arkansas	1,311,564	Nevada	42,334
California	1,485,053	New Hamp....	411,588
Colorado	539,700	New Jersey ..	1,883,661
Connecticut ..	908,355	New York ...	7,268,009
Delaware	184,735	N. Carolina ..	1,891,992
Florida	528,542	N. Dakota	319,040
Georgia	2,216,329	Ohio	4,157,545
Idaho	161,771	Oregon	413,532
Illinois	4,821,550	Pennsylvania..	6,301,365
Indiana	2,516,463	R. Island	428,556
Iowa	2,251,829	S. Carolina...	1,340,312
Kansas	1,469,496	S. Dakota.....	401,559
Kentucky	2,147,174	Tennessee ...	2,022,723
Louisiana	1,381,627	Texas	3,048,828
Maine	694,366	Utah	276,565
Maryland	1,180,046	Vermont	343,641
Massachusetts.	2,805,346	Virginia	1,854,184
Michigan	2,419,782	Washington ..	517,672
Minnesota	1,751,395	W. Virginia...	958,900
Mississippi ...	1,551,372	Wisconsin	2,068,963
Missouri	3,107,117	Wyoming}	92,531
Montana	243,289		
Total			74,627,907

TERRITORIES

Alaska (estimated) . . .	44,000	Indian Ter. . .	391,960
Arizona	122,212	N. Mexico . . .	193,777
Dist. of Col. . . .	278,718	Oklahoma . . .	398,245
Hawaii	154,001	Abroad in ser- vice	84,400

Total	1,667,313
Grand total	76,295,220

AMERICAN CITIES OF OVER 100,000

Gtr. N. York. 3,437,202	Providence ..	175,597
Chicago 1,698,575	Indianapolis ..	169,164
Philadelphia . 1,293,097	St. Paul	163,632
St. Louis 575,238	Kansas City ..	163,572
Boston 560,892	Rochester . . .	162,465
Baltimore	Denver	133,859
Cleveland	Toledo	131,822
Buffalo 352,219	Allegh'y City..	129,896
San Francisco. 342,782	Columbus . . .	125,560
Cincinnati . . .	Worcester . . .	118,421
Pittsburg	Syracuse	108,374
N. Orleans . . .	New Haven. . .	108,027
Detroit 285,704	Patterson . . .	105,171
Milwaukee . . .	Fall River . . .	104,836
Washington . .	St. Joseph . . .	102,976
Newark 246,070	Omaha	102,559
Jersey City . .	Los Angeles . .	102,475
Louisville . . .	Memphis	102,329
Minneapolis . .	Scranton	102,020

The population of the State of New York as officially announced is 7,268,012 as against 5,997,853 in 1890. This is an increase of 1,270,159, or 21.1 per cent. The population in 1880 was 5,082,871, showing an increase of 914,982, or 18 per cent from 1880 to 1890. The population by counties is as follows:

Albany	165,571	Oneida	132,800
Allegany	41,501	Onondaga	168,735
Broome	69,149	Ontario	49,605
Cattaraugus . .	65,643	Orange	103,859
Cayuga	66,234	Orleans	30,164
Chautauqua . .	88,314	Oswego	70,881
Chemung	54,063	Otsego	48,939
Chenango	36,563	Putnam	13,787
Clinton	47,430	Queens	152,999
Columbia	43,211	Rensselaer . . .	121,697
Cortland	27,576	Richmond	67,021
Delaware	46,413	Rockland	38,298
Dutchess	81,670	St. Lawrence . .	89,083
Erie 433,686	Saratoga	61,089	
Essex 30,707	Schenectady . .	46,852	
Franklin	42,853	Schoharie	26,854
Fulton 42,842	Schuyler	15,811	
Genesee 34,561	Seneca	28,114	
Greene 31,478	Steuben	82,822	
Hamilton	4,947	Suffolk	77,582
Herkimer	51,049	Sullivan	32,306
Jefferson	76,748	Tioga 27,951	
Kings 1,166,582	Tompkins	33,830	
Lewis 27,427	Ulster	88,422	
Livingston . . .	37,059	Warren	29,943
Madison	40,545	Washington . .	45,624
Monroe 217,854	Wayne	48,660	
Montgomery . .	47,488	Westchester . .	183,375
Nassau 55,448	Wyoming	30,413	
New York	2,050,600	Yates	20,318
Niagara	74,961		

QUESTIONS FOR THOUGHTLESS
TEACHERS

1. Do you keep your desk in order, or is it a veritable catch-all for papers, pencils, scissors, etc.?
2. Do you ever wash or wipe down your blackboards?
3. Do you keep the same old motto, or border, or picture before the children all the time? If so, give them something new to look at and enjoy.
4. Do you provide questions for outside search work to stimulate the individual efforts of the child?
5. Do you offer inducements for before-school work, to prevent dawdling?
6. Do you keep so close to the course of study that the work becomes monotonous? If so, broaden out and give the children a taste of Shakespeare, Latin, mythology, birds, Hanging Gardens of Babylon, or something beyond their own narrow sphere.
7. Do you waste precious minutes distributing papers, repeating directions, answering useless questions, and dwelling at length on some unimportant point that may be a hobby?
8. Do you throw sets of papers in the basket without a glance or comment? The children soon find out, and it doesn't pay.
9. Do you show off the bright children when visitors appear, and neglect poor, stupid Lucy and slow, awkward Simon? Don't do it if you would avoid the criticism of both pupil and callers.
10. Do you write letters and read newspapers or magazines while the class is doing "busy work"? It is a sure sign of the indifferent teacher.
11. Do you ever put bits of miscellaneous information on the board for the children to note?
12. Do you ever choose boy editors to keep a daily bulletin of news items? Try it, and you'll be surprised at the enthusiasm.
13. Do you hunt for the good in every child, or develop his antagonism?
14. Do you insist upon attention from everyone at all times?
15. Do you give your class some knowledge of social etiquette, table manners and correspondence?
16. Do you compliment boys whose shoes shine?
17. Do you notice finger nails and hair?
18. Do you teach the boys to be helpful

and thoughtful? They can be taught to erase boards, empty baskets, etc., without being asked.

19. Do you think of the difference in the atmosphere created in these cases? One teachers says, "Now everyone who succeeds in making a very neat paper may have two per cent extra. Another says, "If you careless children blot your papers, I'll take off ten per cent."

20. Do your pupils respect you and feel that you are interested in them?—*Popular Educator*.

EXERCISES IN MIND TRAINING

ADAPTED FROM CATHERINE AIKEN'S BOOK,
PUBLISHED BY AMERICAN BOOK CO.

Quickness of Perception.

Children close eyes. Teacher writes a combination on the board and covers with a piece of paper. Open eyes. Teacher removes cover, then quickly replaces. Pupils give result only.

$32 \div 8$	$24 - 8$	19×2
$57 - 7$	60×6	20×3
$100 \div 20$	$30 \div 5$	$10 \div 5$
90×10	$42 - 40$	$16 - 12$
Teacher,	Pupil.	Pupil.
Roots.	Squares.	Cubes.
2	4	8
3	9	27
4	16	64
5	25	125

Mental Arithmetic Exercises.

Five times 7, multiply by 2, add 30, extract the square root, multiply by 45, divide by 4, subtract $100\frac{1}{2}$. (Ans. 12.)

The teacher may give problems similar to the above. Then let a pupil give one for the others to solve.

Teacher may write a column of five words on the board, allow the pupil to look a moment, then erase and require the pupil to write the synonyms of the list they have just seen. For example:

Toy—plaything.
Cent—penny.
Babe—infant.
Boy—lad.
Prison—jail.
Jewel—gem.
Ship—vessel.
Serpent—snake.
Prisoner—captive.
Bed—couch.

TROUBLESOME WORDS

Below are fourteen words whose orthography is very troublesome, at least, we have a right to think so, judging from the frequency with which they are misspelled in the newspapers. If you can get your pupils, during this term, to form the habit of spelling these fourteen words correctly, you are likely to accomplish more for them than you will by having a spelling lesson every day, in the usual humdrum, haphazard way.

Lose.	Valleys.
Led.	Until.
Seize.	Supersede.
Siege.	Consensus.
Weird.	Vying.
Gauge.	Benefited.
Fiery.	Exorbitant.

—*School and Home Education*.

PRONUNCIATION

THE renunciation of a recluse is hardly more rational than the recourse to national rapine, current in the mediæval age. His peculiar life is a retroaction, or retrogression, from the routine resources of sociality, revolting in those robust recusants who do not believe in the reflex and reflux benefits of such a form of resignation. They speak with raillery of the mental relaxation, the romance, the rhythmic beauty which one must enjoy, who to escape irremediable evils, like a reptile creeps into some rocky recess, where the air is not respirable, and there spends his days in recondite research, to discover the true root of the remediless wrongs recognizable in human society. The rise of this pristine belief in isolation is referable rather to the influence of sacerdotal monomaniacs than to the rudimentary condition of philosophy.—*Western Teacher*.

AN excellent device for giving variety in written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or two may be read from an interesting book, the pupil to write conclusions. This plan seldom fails to create a desire to read the book to see how it really does end.—*Intelligence*.

A BLACKBOARD EXERCISE

Write these words in three columns, placing each word under its proper heading. Twenty are mineral, twelve are animals, and eighteen are vegetable.

Kerosene, air, wheat, flowers, flour; water, shoes, nails, coffee, cornmeal, snow, calico, flannel, wool, sugar, horseshoes, trout, deer, ice, vinegar, lard, ashes, butter, salt, pepper, spice, milk, dinner-pail, bread, wind, clouds, smoke, pebbles, clay, iron; boards, inks, pens, paper, apples, silk, linen, watches, syrup, tea, cheese, candy, bacon, eggs, coal.

This exercise may be made to count in more ways than one. First of all it may call for neatness of penmanship. It may be made a lesson in neatness of arrangement, in accuracy of spelling, in the logical distinction between the animal, the mineral and the vegetable kingdoms, and lastly, it may be used to keep some people profitably busy.

Note that the exercise does not call for much writing on the part of the teacher or of the pupil. We often assign so much writing it becomes slavery and the result is generally slovenliness. The list of words may be extended at pleasure, or modified to suit circumstances.—*School Education*.

MULTIPLICATION AND DIVISION

To multiply one number by another is to do to the first what has been done to unity to produce the second.

To divide one number by another is to separate the first into two factors, one of which is the second.

These definitions accord with the best mathematical thought of to-day and brush the foundation out from under the discussion as to whether a number can be multiplied by a fraction, and the finicky distinctions which some of our text-book writers try to make between division and "partition."—*Western Teacher*.



THE CHOIR ANGELIC

KINDERGARTEN

CHRISTMAS GIFTS.

"Happy are we working,
Thinking of the day
When the pretty presents
We can give away.

Little gifts are precious,
If a loving heart
Help the busy fingers,
As they do their part."

FROEBEL'S THEORY AND PRACTICE

EDUCATION has not been able to escape the all prevailing force of German idealism, and two of the greatest men on our roll of educators owe much of their inspiration to its influence. Of the two founders of the Froebelian school, Pestalozzi was probably the greater man, while Froebel was the greater philosopher. This is not, perhaps, very high praise; for, truth to tell, neither was very distinguished in this direction. Yet obscure and confused as are Froebel's philosophic utterances, they undoubtedly embody the spirit of German idealism. The doctrine of the organic unity of the universe underlies all his theories, and cannot be neglected in considering his principles unless we are prepared for meaningless confusion.

The usual criticism of this idealism as a system is that it deals with such wide and universal principles that there is a danger that universality is gained at the expense of content; that the principles become empty formulæ which lose hold of the facts they profess to explain, and present a specious harmony by the simple expedient of omitting inconvenient facts. The idealist's difficulty, like the clergyman's, is usually in the application.

Froebel is no exception to the rule. In the *Education of Man* we have beautiful, if obscurely expressed, truths about education. In the kindergarten we have clear, cut-and-dry, consistent principles. But the kindergarten cannot be evolved from the *Education of Man*. Between the two there is a great gulf fixed, a gulf that Froebel has not bridged.

The universe is an organic whole, in which all things must work together for good. Every animal, person, place or thing has its allotted position and work in this rational universe, and can only fulfil its functions by being true to itself, consistent with its own nature. The child must develop, and that according to fixed laws. What those laws are can be discovered only by learning the course of nature. Find

what nature wills, says the Froebelian, and do that. John must develop according to the laws of his own nature; his development must be self-development, development from within. Before, therefore, we can educate John, we must know him.

Here we have stumbled upon the radical difference between the old education and the new. No doubt the change from the subject to John was at least suggested by Rousseau in *Emile*, but to the Froebelian school belongs the glory of the advance. Pestalozzi began, and Froebel developed, the study of child-nature as a key to education. The words on Froebel's tomb "Lasst uns unsern Kinder leben" are usually translated "Let us live for our children." But they have been rendered, and some prefer the reading, "Let us live with our children." The first embodies the spirit of the law of child-study; the second expresses its very letter.

Unfortunately, the way to know John is not suggested. Since the whole universe is a rational organism, it follows that if we know how that organism works, we know exactly how to educate John. But to exhaust the universe seems a somewhat tedious way to get at the information we want. The Froebelians do not face this rational outcome of their principles; they content themselves with a metaphor. The child is a plant. Once the Froebelian has said this he has uttered the shibboleth of his school. Thereafter he is content to take his place as a humble under-gardener, and watch with interest and admiration the development of John. Education becomes, in the very words of the master, "a passivity, a following." The natural outcome of those principles is a general paralysis. Education becomes a great mystery.

Froebel is at once worse and better than his principles: worse, inasmuch as he has failed to correlate theory and practice; better, inasmuch as his practice is not the paralysis to which his principles would lead him. He does not carry his philosophy far

enough to demonstrate the possibility of what is called education in an organic universe. If John must develop according to fixed laws, if John must be self-determined, what work is left for the teacher? Yet this enforced "passivity" is not allowed to degenerate into inactivity. The master's work is reduced to a "benevolent superintendence," no doubt, but it is wonderful how much can be read into such a phrase. Even the plant metaphor is not quite such a restriction as at first sight appears. It leaves the teacher all the rights of pruning, and grafting, and even transplanting. At a pinch, corporal punishment itself might be smuggled into the kindergarten, and be justified by the case of the *walnut tree* in the old Warwickshire couplet:

"A woman, a dog, and a walnut tree,
The more they are beaten, the better they be."

It is to be noted that Froebel's failure to correlate his theory and his practice by no means proves that either theory or practice is wrong. To me, each in its own place seems eminently satisfactory: the Hegelian doctrine as a philosophical explanation of the universe, and the kindergarten practice as a school method. The objection is that there is no psychology in the system at all, other than mere external observation of John. To call him a plant does not advance

matters much, and manifestly does not account for the use of cubes, spheres, cylinders and bricks in the very precise way the kindergarten demands. In truth Froebel's system as a practical school method is purely empirical. The fanciful, quasi-philosophical way in which he seeks to explain the relation of angles and sides, of forms of knowledge, of beauty and of life, and of the moral meanings of certain physical phenomena, is charming, but amounts to nothing more than a pretty mysticism.

Not philosophy, but common sense, experience, and loving observation have led Froebel and his followers to adopt certain apparatus and certain methods which are excellent in themselves, and which in capable hands produce admirable results. For this he deserves all the honor that has been heaped upon him—but *he has not explained John*.

The mere fact that Froebelianism has obtained such a hold upon our educational system proves that it possesses elements of first-rate importance to the teacher. But as a Psychology it is simply non-existent. It suggests the immense importance of knowing John; which is much. It leaves to others the task of supplying this knowledge. —*Adam's Herbartian Psychology Applied to Education, D. C. Heath & Co.*

CHILD STUDY

While the heavens are telling
To mankind good-will,
Only love and kindness
Every bosom fill;

And pray a gladsome Christmas
For all good Christian men;
Carol, brothers, carol,
Christmas day again.—*Sel.*

MR. BOK'S CONTENTION DISCUSSED

AT a meeting of a school board in a village the other day one member asked about Mr. Bok's contention in the *Ladies' Home Journal* that children should not be made to get school lessons at home. Said the member of the school board, "My little girl became nervous over her arithmetic. She could not rest even in her sleep. Her older sister would help her at her lessons through the evening, but 'it was worry, worry, all the time until I refused to let her look at a school book at home.'" "Good," said the secretary of the board, "when I worried over my store at home I was miserable all the time. Now I shut the door of my store at night and forget my business."

"That's sensible," said the physician on the board, "the child and the business man should get rest and a change at home. Lessons and business will be all the better for it."

The principal of the school was there and he did not look as if the conversation was just to his liking. He is a fine student, an excellent teacher and a wise superintendent. He is exceedingly ambitious both for himself and his co-workers. He goes back to his school office in the evening and works two or three hours. He gets to his office early in the morning and leaves it about supper time. He takes almost no exercise and his health suffers. Sleepless nights

follow days of unrelenting anxiety. Overburdened, the day will come when his mental fires will grow dull. It is said that Joseph Chamberlain, the English statesman, takes no exercise, never walks when he can ride, and still retains his mental vigor. Such instances are rare. Even in his case, were I an Englishman, I would have more faith in his judgment if he kept his body strong.

We believe Mr. Bok is right in his main contention. Children should not study school lessons at home. This rule should be almost without exception. It is all nonsense for a teacher to tell a little eight or ten year old to get this or that lesson at home.

Parents of such children should refuse to let a school book come into the house. It is a poor home that cannot give a child something better to do than to make up for bad management at school. A properly taught school will have its day's work done at four, and as a general thing the teacher should follow her pupils out and leave the school room to the janitors to be cleansed for the next day. Why do not the mothers and fathers do a little natural work and manual training work with their children? "The cat lies on the mat," "The dog is on the rug" at home. "The fly has six feet," on the kitchen table. The cow moos to her calf in the yard near by. The hens lay eggs in the hay mow. The birds sing in the trees and the buds gum up for winter in the door yard. The ax, the hammer, the saw, the oven, the meal, the needle, the mud pie, the "fads" one and all are right at the child's home. Why doesn't the home busy itself with these and let school work alone?

Well, the school and the home are both at fault. The teacher alone isn't to blame.

There is a great deal of pressure from the parents compelling the teacher, or at least the superintendent, to grind the children in the mill. The principal I spoke of is deservedly popular, but I fear the reason why many like him is that he can so crowd the children that they will take their books home. Parents simply do not use their opportunities to strengthen the work of the school and yet not make the child have nightmares about that work at home. For this there are two reasons. First, the parents don't know how. Second, the parents haven't time. There is much talk of "fads." "Cooking," in popular anti-school parlance, is a fad. But at home it's no fad. "Sew-

ing" is a fad at school, they tell us, but it's all right at home when the helpless male wants a rip sewed up.

Now, teachers know very well that if they can get hold of a girl who can come to school with fair regularity, who is learning to sew and cook and to do other things at home, as well as to do some general reading, one who is not allowed to sit up too late or to eat too much candy, one who is allowed to dress so that she can roam with free limbs—the teacher knows if she has such a girl and if the parents and the system will have patience she can teach her enough in the school hours as far as school studies are concerned.

How would it do to start sewing, and cooking, and nature study, and child study, and manual training, and all the other kinds of like schools for parents, and at the state's expense? Why not? Then let the parents teach the children these things. We are coming into better times. We are not a real democracy yet. Let Mr. Waldorf of Waldorf Hill, pay taxes to teach Mrs. Jones, of Poverty Lane, how to cook, and let all the people say amen! Instead of crowding school work into the home through the little children, we need to broaden the scope of the school to include the older people of the home so that home and school may keep pace with each other.

But where can we find teachers to teach the fathers and mothers, and how will the parents get the time from business and from the complex duties of housekeeping, with its evanescent but real shadows of "domestics" to study? We don't know.—*School Education.*

On Christmas eve the bells were rung;
On Christmas eve the mass was sung;
The damsel downed her kirtle sheen;
The hall was dressed with holly green;
Forth, to the wood, did merry-men go.
To gather in the mistletoe.
Then open wide the baron's hall
To vassal, tenant, serf, and all;
England was merry England, when
Old Christmas brought his sports again.
—Sir Walter Scott.

We ring the bells and we raise the strain.
We hang up garlands everywhere
And bid the tapers twinkle fair,
And feast and frolic.
—Susan Coolidge.

SCHOOL BOARDS

SHORT BUT TRENCANT OBSERVATIONS

O merry bells! this Christmas day
How loud and clear your ringing!
Such love and mirth o'er all the earth
Your lusty voices flinging!

O happy bells! through coming years,
We hear in your glad sending
The message still of peace, good will,—
All jarring discords blending.

THE TIME ELEMENT IN MENTAL PROGRESS

WE must recognize the fact that progress is not necessarily uniform or continuous in the same individual. Mental life, like the physical, is rhythmic; it has its alternations of growth and rest, success and failure. Failure in one stage does not imply failure in all subsequent stages. One child, while making a record for stupidity in school, is laying the foundation of a strong physical constitution; his brilliant classmate, while carry-away the honors of the school, is laying a foundation of disease and physical weakness. In the later stages of growth and in actual life, the slow may surpass the brilliant in achievement. Truly the race is not always to the swift. Some plants require more time than others to mature and bear fruit; that which ripens late may be just as good as that which ripens early and is likely to keep better. Experienced teachers have learned long since, that abnormal precocity in a child is an unpromising sign. The real advantages of slow progress and even failure, in certain stages of school life are seldom appreciated by those who have charge of the training of children.

Many parents who are earnestly solicitous for the welfare of their children make a mistake in pushing them forward too rapidly. The best test is the ability of the child to do the assigned work of his grade for himself, without fret or worry. It is a mistake to do for the child at home the work he should do at school. If the child cannot prepare his home tasks by himself, as a rule, something is wrong, and the probability is that he has been advanced too rapidly. It is not unusual to hear parents say, "I have to teach all my children's lessons at night." However good the motive, this is a most serious mistake. Such pupils naturally become the most inattentive and indifferent in the school, because they depend upon the home to explain and do their work. Their school record is usually the poorest, because they are the most dependent upon the help

of others. The most successful pupils in the school generally speaking are those who have none to help them at home, and who by close attention to all the class explanations, have learned to become self-reliant in preparing their lessons. It is of great importance that parents and teachers should recognize the variability of the time element in the progress of pupils, and the varying rate of growth during different stages and periods of development. No child should be advanced so rapidly that he cannot do the assigned work of his class, under the direction of the teacher, and with the proper encouragement and stimulation of the home.
—*Educational Exchange.*

HAVE COURAGE

Courage is essential to the teacher's success. Too many fear that they will not do the wisest thing. They continually attempt to fit themselves into conventional requirements, rather than live their own lives and fearlessly follow their best judgment. School boards admire courage in a superintendent, and it is the one who attempts to adjust himself to all public demands regardless of their real merit that goes down, while he who boldly asserts himself, wins. The superintendent who fears to express an opinion on an unworthy teacher lest he offend her friends; who fails to stand by a teacher in a case of discipline because the boy's father is an influential citizen; who is afraid to express an opinion on a text-book lest he incur the displeasure of some agent; this is the man whose hair turns prematurely gray and who is the first to be crowded out by an up-to-date man. It pays to be honest, to be frank and fearless. Life is a burden to the man who is in constant fear lest he does the unwise thing. And business men soon come to know whether they can count on the superintendent; whether he is a man of convictions;

or whether he trims his sails to catch the public breeze. People will not always agree with the honest man but they will at least listen to him.—*Western Teacher*.

THE PRIMARY TEACHER

The true primary teacher says, "Though I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal."

And though I have much learning, and have read all text books on psychology and pedagogy; and though I have all knowledge of laboratory child study, so that I can catalogue, classify and tabulate all children, and have not a sympathetic understanding of children, I am nothing as a primary teacher.

And though I give all my time to study, and though I give my body no rest from professional labors, and have not a sympa-

thetic, personal, loving understanding of children, and cannot adapt my knowledge to their immature minds, it profiteth me nothing as a primary teacher.

She says of her teaching as Paul said of his preaching—"Yet I had rather speak five words with my understanding, that by my voice I might teach others also, than ten thousand words in an unknown tongue."

And though I am a member of the Herpartian Society, am secretary of the Froebel Club, treasurer of the Mother's Club, a member of the Ohio Teachers' Reading Circle, of the Ohio State Teachers' Association, of the National Educational Association, am president of the Primary Sunday School Union, superintendant of the Primary Sunday School, and am on the executive committee of the Child Study Club, and have not a genuine sympathetic, loving understanding of children, I am not a primary teacher.—*Ohio Educational Monthly*.



From Mowry's "American Inventions and Inventors." Copyright, 1900, by Silver, Burdett and Company.

THE QUILTING BEE.

EDITORIALS

It came upon the midnight clear,
The glorious song of old,
From angels bending near the earth,
To touch their harps of gold;

"Peace on the earth, good-will to men,"
From heaven's all-gracious King,
The world in solemn stillness lay,
To hear the angels sing.

WE again call attention to the invitation of Inspector Lyttle of the Regents' Office for schools to furnish exhibits of history work at the mid-winter conference of the Associated Academic Principals, to be held in Syracuse holiday week. The circular printed elsewhere in our columns is self-explanatory.

* * *

Is the work of the Cornell Nature Study Bureau open to the criticism of teaching pure zoology rather than nature study?

While on this subject we think we voice the wish of the teachers of the training schools and classes of the state that the State Department of Public Instruction should issue an outline or syllabus giving some approximate idea of what subjects in the heavens, on the earth and in the waters under the earth these schools will be held accountable for under the head of Nature Study.

* * *

It would seem advantageous, too, that a conference of training school and training class teachers be called, say at Syracuse during holiday time, to consider the requirements and syllabus already provided for the other subjects. The training schools and classes are of comparatively recent growth and organization. Until within a few years they have been carried out on a sort of go-as-you-please plan. The requirements gradually prescribed by the Department within the last few years have necessarily been tentative and have been, it is assumed in the main, worked out by those whose knowledge of the work is largely theoretical. A conference to consider the matters above mentioned could not fail to be of advantage to these training schools and classes, a result which we have no doubt the State Department would be glad to aid in bringing about.

A number of teachers in these special

schools have already written us asking that such a conference be organized. If the suggestion made above meets with a favorable response from those interested, we will agree to arrange for at least a one-day's meeting Christmas week of this year, if only for the purpose of organization and general conference as to future plans, as well as to give all concerned ample notice of the date and time.

* * *

THE Associated Academic Principals, the Grammar School Council and the State Science Teachers' Association will all meet at Syracuse during the holiday week. Those who have attended these meetings will need no urging to go again, if circumstances permit. Those who have not been there need to be told that these are the most profitable and enjoyable meetings of the year, not only in the subject-matter discussed and the standing of those participating in the discussion, but particularly in the acquaintances made and the associations resulting from the great body of teachers gathering there.

* * *

SECRETARY S. DWIGHT ARMS, of the Associated Academic Principals, in sending us advanced sheets of the program of the holiday meeting of that organization, writes:

"I trust you will give this meeting a good notice. Your journal circulates so largely among the school men of this State, that a notice in its columns will be particularly valuable to the Principals' Association. I am sure that the members of the Association will be grateful to you for such notice, editorially and otherwise, as you are able to give this program."

This accords with our own idea as to the wide-spread influence of our magazine. It is, nevertheless, pleasant to occasionally receive such an acknowledgement of the work we are doing in the good cause.

DOCTOR Henry L. Taylor, of the Regents' Office, in giving views of the United States educational exhibit, at the Paris Exposition, showed a typical French school room, with the usual desks, seats, etc. The desk and seat while somewhat an advance on the benches of the old-time American schools are rudimentary compared with those now in use in this country. He explained that while the French educational authorities realize their backwardness in this matter, they were unable to make changes, save when fire or time destroyed such furniture, owing to the closeness with which all things have to be figured over there because of the narrow margin between the rate of wage and the cost of living. So these barbaric remnants hold their place amid an advancing civilization. And yet in spite of the fact that this same financial condition will ultimately be found in this country also, school boards are everywhere putting in our schools the cruel, torturous non-adjustable desks, which only the grand-children of our children may see taken out. How long will this slaughter of the innocents continue?

Not long since our attention was called by an assistant to the fact that a predecessor had been insistent that the children in the various rooms should maintain an erect and graceful poise in their seats, and asked our opinion in regard thereto. Our reply was that we would expect that of the children when we found them properly seated, and stepping into a nearby room we pointed out an overgrown boy with his feet strung out in the aisle for relief. We brought him into the so-called proper position, and then called attention to the torture he must undergo were he required to continue in the attitude for any length of time. Nearby sat a little fellow whose feet failed to reach the ground by nearly a foot, and to relieve himself from torture, and further that he might be high enough to rest his elbows comfortably upon his desk, he had his feet curled up under him. When we ask the assistant if she would insist that the little fellow must sit erect all the time he was in his seat with his feet hanging and resting on nothing, she failed to reply.

We would that every school board in the country would take this matter to heart, and cease listening to the nonsense of school furniture agents that adjustable desks are a failure and that they know better than principals as to the facts in the matter.

WE publish this month an abstract of the address on the "Teachers' Burden," delivered at the fall meeting of the Hudson River School Masters' Club, by Principal John G. Wight, of the Girls' High School, New York City.

When we heard Principal Wight give this address, we assumed that he took his position to arouse lively discussion, and possibly to snare some gudgeons. This last he certainly did. Outside of a brief and dignified word of dissent by Dr. William J. Milne of the State Normal College, the other speakers following Dr. Wight, no matter which side of the question they believe in, were courteous enough not to seriously attack his position. We have since learned, however, that Dr. Wight was serious in his attitude and that the address was the result of much reading along pedagogical lines. Were it any other than such a man as Dr. Wight, we would be tempted to believe that it was a case where much reading had induced madness as a result of inadequate digestion. We are confident, however, that the trouble is that Dr. Wight, having been one of those fortunate men known as "born teachers", is not able to sufficiently appreciate or to give due value to the importance of thorough pedagogical training. Every man he ever taught reveres him, swears by him, both as a man and a teacher. By divine grace he was born with intuitive knowledge of the true principles underlying management and teaching. It is easy to understand then how such a man can be blind to the necessities of thorough study of these by most of those engaged in the work of educating the young.

We think that Dr. Wight is open to the charge of having been at times self-contradictory. He alternately decried professional training, and yet insisted that he believes in it. He closed his address with a rather lengthy list of educational principles and truisms enunciated by the men whose teachings he sneered at, and yet he protested time and again that the teachings of educational writers are so contradictory and inconsistent as not to form any reliable basis for school work. He admits that the majority of teachers must be always mediocrities, and yet he would permit them to undertake the work of instructing the young, without preparation, equally with those endowed with native tact and skill. Of course, he

says, at times, that he believes no such thing, but his whole article is in proof thereof and is thoroughly reactionary and retrogressive in its aim and tendency.

There are three ways in which a person can become an effective teacher. First, by the possession of native tact and skill for the work; but who will say that even such a person is not aided by enlightenment as to how to best make use of that native tact and skill. Did Mozart compose his masses without systematic instruction, or Wagner his operas?

The second means of efficiency is through *worthful* experience. Has every person engaged in teaching the judgment to decide as to what is worthful? Would they not make this decision the more satisfactorily and readily had they been trained to know what to look for and how to decide?

The third means is by imitation and the acquisition of information from those in authority. It is needless to point out that this training and knowledge cannot rise above the source from whence it comes, and that if it be worthless the teacher is the worse off from using worthless stuff in that the source of information leads him to believe it to be of value. Surely Dr. Wight would not contend that the imitation of incorrect models is in any degree helpful to anyone.

We do not believe that the doctor has been entirely fair in his treatment of the educational writers, in that instead of trying to make their views harmonize, he has sought to show their apparent contradictions and hold them up to ridicule.

He referred to the law and medicine as examples of professions based on a rational and coherent body of principles. Reference to any law book will show numberless cases of principles that are starred with foot notes below to the effect "But see—Contra." And a recent reading of a discussion at a medical association meeting on the subject of typhoid fever leads us to believe that all is not as harmonious and consistent in that direction as Dr. Wight, in his endeavor to deliver a body blow to the science underlying his own profession, would have us believe.

Far be it from us to maintain that the science of education has yet reached as definite a stage as we would like, but it is certainly true that there have been sufficient working principles determined to claim that there is such a science and to warrant us in

insisting that all who are to practice the art which these underlie must have thorough training both in that theory and in the art which naturally follows therefrom.

RE-ELECT SUPT. SKINNER

THE legislature which will convene on the first day of January is largely Republican in both branches. One of its most important duties will be the election of a State Superintendent of Public Instruction to succeed Superintendent Skinner.

One of the strongest reasons urged in support of unification of the state educational system was that whenever the office of State Superintendent was to be filled by an election by the legislature, his political faith must necessarily be in accord with the majority in the law-making body, and that there was no hope for the election or re-election of the strongest man in the state if his politics were not of the right kind. We never felt that this was reason sufficient to warrant the radical change urged by the friends of unification. Fortunately this year there is no danger to be apprehended from this source.

Superintendent Skinner has made one of the most efficient State Superintendents of Public Instruction the state has ever had, and the improvement of the public school system under his administration has probably been greater than under the administration of any of his predecessors. He has served as Superintendent for six years, as Deputy Superintendent for six years, and as Supervisor of Teachers Institutes and Training classes for three years, and is thus familiar with all the details of the various branches of that great department. He has given to the work the best and most active years of his life. He is popular with the school men, and conceded upon all sides to be a particularly strong and efficient officer. The legislature can not do more toward strengthening the position that the public can safely be trusted to manage its public school affairs as it does every other branch of the government, than by the re-election of Superintendent Skinner.

We shall await their action in this respect with great interest, putting to the test as it does the theory which this journal has always held, that there is no improvement on popular government.

NEW YORK CHARTER REVISION

Nothing has more widely interested the educational interests of New York since the passage of the Davis law last May than the recent report of the Charter Commission of New York City. Appointed to remedy defects in the existing laws concerned with the administration of the metropolis their recommendations for cure of educational ills seem to have missed the mark by a woeful space. Every newspaper reader knows that the chief disease of the educational system of New York City has been lack of funds. The financial boards had failed to allow the boards of education sufficient money to pay salaries or to build schoolhouses. With singular unanimity the city press since the consolidation of the four boroughs has clamored for more teachers and more schools. School boards were unable to get the money to pay the salaries of the teachers; the boards were ruled to have no power to bring suit to obtain the money. The chairman of the law committee of the Brooklyn board then became the attorney of 3,000 teachers and suit after suit for pay was instituted. The State itself, prime authority for maintenance of schools stepped in and in so far as payment of teachers is concerned cured half the educational malady by its salary legislation, providing a fund that grows as the city grows and sinks if the city decreases.

It would seem that the other phase of the disease, lack of nutriment for the material parts of the body educational would have been cured in the same way; by sure provision for buildings and equipment from year to year through a definite per centum tax for general school expenses.

No other remedy is adequate. The delay of a year or ten years in a bridge or a tunnel may be borne. No insuperable harm ensues; but the loss of a year in the education of a child is for the child, growing beyond the impressionable period of his life, irreparable. When his deprivation is inflicted, as it is to-day in New York City on thousands of children, it approaches the seriousness of crime.

The report of the commission will effect nothing in regard to the educational situation unless it quicken the friends of the schools to secure in the legislature the remedies which some hoped would be suggested by the proposed amendments to the

charter. The commission's proposition to repeal the Davis law and put the matter of salaries into the hands of a board of aldermen has already raised such a howl of derision in the newspapers that it seems doubtful whether the law-makers will touch the salary question at all.

THE STATE BULLETIN

Just before the recent election the publication known as the "Bulletin of the State Teachers' Association" appeared with an article calling attention to the fact that the teacher is beginning to assume some prominence in party affairs. It referred to such prominence on the part of President Schurman on the Republican side, and Prof. D. C. Lee of Cornell and Dr. James M. Milne of Cortland among the Democrats. The article continued by calling attention to the fact that the Democratic State platform had declared in favor of tenure-of-office for teachers, and concluded by saying that teachers should stand by their friends. We have made the substance more pointed than it really was in the publication. Had it appeared at any other time than just preceding election, it would have occasioned but little comment. Had not President Nicholson engendered some feeling up State, by persisting in seeking re-election as President of the State association in July last against the united opposition of all teachers outside of New York City, even ante-election excitement would not have been sufficient to bring the matter into notoriety. But some of the men up State were hot over the attitude of Mr. Nicholson and his friends at the last State Teachers' Convention, and this, with the pre-election excitement, made it easy for them to see in this article an attempt to influence the vote of the teachers in favor of one of the political parties. The matter got into the newspapers and the article and Mr. Nicholson and associates were roundly denounced.

The New York City Teachers' Association had the matter called to their attention at one of their regular meetings, and, of course, once the matter was before them there was nothing else for them to do but to denounce any attempt to bring the teachers into politics and Mr. Nicholson and associates and his bulletin were jumped on once more. They went further. Some of the very peo-

ple who turned a deaf ear to the requests from the up-State men not to force through Mr. Nicholson's re-election as president of the State association by sheer force of numbers and local New York City pride, joined in repudiating the bulletin entirely. Shortly after a meeting of the Executive Committee of the State Association was called at Albany, where an attempt to stop the issuing of further numbers of the Bulletin was defeated by a vote of four to three, Mr. Nicholson and his New York associates standing together. Rumors, not of dishonesty, but of mismanagement and extravagant methods are now current throughout the State, and Mr. Bardeen of the "School Bulletin" announced in the November number that he had written to Treasurer Benedict of Elmira asking for a financial statement.

All of this is very unfortunate for the State Association and for state teachers generally. Mr. Nicholson made a very energetic, somewhat breezy but on the whole a satisfactory President of the State Association during his first term. His ideas were good and meant for the best interests of the teachers. In all kindness we believe he was and is open to the criticism of planning too largely and not doing his work up in a finished and successful way. He should not have sought a re-nomination last July. Associate Superintendent Dr. James Lee of New York City, the best President the Association has had in years, and a man of high standing in educational circles, refused such re-election in 1897, and Mr. Nicholson could well have afforded to do likewise. Because we believed the election of a new and up-State man to be both the wise and proper thing, we opposed and voted against Mr. Nicholson's election, although there were reasons why we would have liked to be able to support him. But despite the pleadings of real friends, he persisted in carrying his endorsement through by the sheer force of local pride and numbers, causing the line between town and state for the first time to be sharply and somewhat bitterly drawn.

We think the article in question could have been very wisely passed over by all teachers having their own best interests at heart, without giving it the notoriety and creating the mal-odorous state of affairs that now exists. No good and much harm has come to teachers' interests through this bulletin itself, but more particularly through

the criticism now being made upon its promoters. Any question of financial mismanagement or extravagance could easily have been attended to by the Executive Committee, or at least the Association itself at its meeting in June next.

We desire to repeat by way of defense of Mr. Nicholson that barring his folly in seeking a re-election last July, his course has been uniformly for what he believed to be for the best interests of the teachers of the State. He has given years of time and untold energy to the work of the State Association; his record as Secretary of the meeting in New York, July, 1897, is a high-water mark. We believe in nearly all that Mr. Nicholson has stood for as President. We do not agree with him, however, in having teachers try to secure these results through going into politics, if that really is his position. We believe in trying to influence public opinion and legislative bodies in a proper and legitimate way, in using moral suasion and argument on school boards and members of committees having these matters in charge. But teachers must keep out of State conventions and political campaigns, if they do not want to injure rather than help the cause they desire to serve.

THE PIONEER SPIRIT

Up and onward! is the war-cry that comes ringing down the ages;
Up and onward! is the watchword that is echoed by the seer;
Up and on! the bugle sounds,
Up and on! the drum resounds—
This the virtue, this the spirit, of the noble pioneer.
They who falter not at danger, be it felling trees or dogmas,
Be it battling with a rebel, or a devil, or a sneer;
They are made of stuff that wins,
And they hate the thing that sins—
This the virtue, this the glory, of the sturdy pioneer.
And you lasses, would you win it? and you lads, would you be in it?
Would you wear the crown of vict'ry that will make of you a peer?
Fill your quiver for reserve.
Mind your liver, store your nerve—
This the method, this the manner of the living pioneer.
And the war-cry still is ringing, still thro'out the land is ringing,
Calling for the man of action,—How it lingers on the ear!
May there never be a dearth
Of true individual worth—
This the virtue, this the spirit, of the future pioneer.
—F. H. Bloodgood.

IN THE STATE SUPERINTENDENT'S OFFICE

LIFE STATE CERTIFICATES.

Hon. Charles R. Skinner, State Superintendent of Public Instruction, has just issued seventy-two Life State Certificates, as a result of the State examinations held August last. These certificates qualify those receiving them to teach in any of the public schools of this State for life without further examination. There is probably no certificate in this country which stands for a higher standard of scholarship and ability to teach than the New York Life State Certificate. The following persons received these certificates:

J. Clyde Ainslie, Hartwick; John C. Atwater, Canandaigua; Charles Montgomery Babcock, New York; Elizabeth M. Baker, Salem; John Stuart Banks, Trout River; L. Burdette Benedict, South Plymouth; Fred A. Benton, Earlville; Elizabeth Boice, Kingston; Mary G. Campion, Limestone; Anna R. Carroll, Rochester; Olive Gertrude Chase, North Reading; Ernest E. Cole, Savona; Margaret C. Conway,, Rochester; Harrison Cossaart, Roseboom; Samuel B. Crandall, Independence; Lewis J. Cross, Red Creek; E. Grace Crumb, Broken Straw; Patrick Henry Cullen, Kingston; Thomas Hatfield Currie, Piermont; Louise Demarest, Magee; Clarence Dempster, Adams; Margaret C. Doolittle, Springville; Alice R. Dydtar, Mohawk; Ella Ehle, Fort Plain; George Sheldon Ellis, Roselle, N. J.; Cora M. Farley, Redwood; Myrte B. Fitch, Westfield; George William Gressman, Knowlesville; Mrs. Lizzie Lowell Hammond, Penn Yan; Ellen Margaret Harris, Paris Station; Andrew Henri Hart, New York; Fred W. Hartwell, Jefferson; Charles W. Higham, Rome; Grace P. Hilliker, Dexter; Lucy C. Howell, Riverhead; C. Edward Jones, Pulaski; David J. Keator, Mariner Harbor; Fred DeLancy King, Lawrence; Grace Eleanor Kinnev, Snowdon; Margaret Koon, Auburn; Nelson Lyman Lobdell, Victor; John Dennis Lucey, New Paltz; Cornelia C. Lyon, Jamaica; Eugene F. McKinley, Chateaugay; Alice S. Martin, Vernon; Amos F. C. Mehler, New York; June Elizabeth Miller, Johnstown; Minnie A. Miller, East Troupsburg; Catherine L. Monagle, Norwich; Robert L. Morrison, Trenton; Jean Chalmers Munn, Ballston Spa.; Harriot Nichols, Albany; Nora O'Connor, Lima; Levi E. Porter, Hillburn; Florence O. Priscott, Plymouth; Anna G. Putnam, Williamson; Mrs. Gertrude Reed, Dexter; Irving S. Sears, DeRuyter; Edward G. Sharp, Hunt; Jefferson Shufelt, Cranberry Creek; Charles E. Snyder, Martindale; N. Randolph Spicer, Oneida; George H. Studley, Hartwick; Mary J. Taylor, Andes; Norman G. Van De Water, Greta; John E. Vincent, LaFargeville; Mrs. Anna M. Walker, Mount Morris; Herbert A. Webb, Beaver Meadow; Loie E. Wells, Norwich; G. Newton White, Syracuse; George Fay Wilder, Ogdensburg; Carrie Wisner, Warwick.

DECISIONS IN APPEAL

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

In the matter of the legality of the proceedings of the annual meeting held on August 7, 1900, in school district No. 5, town of Rensselaerville, Albany county, in the election of school district officers. Appeal sustained and the proceedings relative to the election of said officers vacated and set aside, and a special meeting for the election of officers ordered.

In the matter of the legality of certain proceedings of the annual meeting held on August 7-8, 1900, in Union Free school district No. 2, town of Granby, Oswego County. The action of the meeting in increasing the number of members of the board of education from seven to nine, and in the election of members of said board sustained.

Julia Clock from proceedings of annual meeting held on August 7, 1900, in school district No. 8, towns of Lenox and Oneida, Madison County, in the election of trustee. Appeal sustained and a special meeting ordered for the purpose of electing a trustee.

Bealah H. Depew and others from proceedings of annual meeting held on August 7, 1900, in school district No. 16, town of Hector, Schuyler County, in the election of a trustee. Appeal sustained. Held that no election of a trustee was had and the trustee for the previous year held over until his successor shall be duly elected or appointed.

Charles A. Bartholomew and others from proceedings of an annual meeting held on August 7, 1900, held in school district No. 6, town of Dix, Schuyler County. Appeal sustained, and the proceedings of the annual meeting vacated and set aside.

In the matter of the legality of the proceedings of the annual meeting held August 7, 1900, in school district No. 9, town of Canadice, Ontario County. Appeal sustained, and the proceedings of the meeting vacated and a special meeting ordered.

George Schryber from proceedings of annual meeting held August 7, 1900, in school district No. 4, town of Hyde Park, Dutchess County, in the election of district officers. Appeal sustained and proceedings of the meeting vacated, and a special meeting ordered.

Walter Leviker from proceedings of annual meeting held on August 7, 1900, in school district No. 6, town of Montague, Lewis County, in the election of a trustee. Appeal dismissed.

Lowell S. Henry from proceedings of annual meeting held August 7, 1900, in union free school district No. 1, town of Richfield, Otsego County, relative to the increase of the number of members of the board of education of the district, and from proceedings of the annual election held August 8, 1900, of trustees of such district. Appeals consolidated and as consolidated sustained.

E. R. Lenox and others from proceedings of annual meeting held on August 7, 1900, in school district No. 9, town of Ellefry, Chautauqua County, in the election of trustees. Appeal sustained and special meeting ordered.

Charles H. Simmons and others from annual

meeting held August 7, 1900, in school district No. 6, Otsego County, in the election of school district officers. Appeal sustained and special meeting ordered.

George Smith from proceedings of annual meeting held on August 7, 1900, in school district No. 5, town of Orangetown, Rockland County, in the election of trustee. Appeal sustained and special meeting ordered.

Theophilus Harrington from annual meeting held on August 7, 1900, in school district No. 4, town of Warrensburg, Warren County. Appeal sustained and special meeting ordered.

Harvey Palmer and another from proceedings of annual meeting held on August 7, 1900, in school district No. 12, town of Summit, Schoharie County, relative to the election of district officers. Appeal sustained and special meeting ordered.

William Skutt and others from annual meeting held on August 7, 1900, in school district No. 16, town of Elbridge, Onondaga County. Appeal sustained and special meeting ordered.

Kenner G. Gifford from annual meeting held August 7, 1900, in union free school district No. 7, town of Cheektowaga, Erie County. Appeal sustained and special meeting ordered.

Charles D. Loucks and others from annual meeting held August 7, 1900, in school district No. 1, town of Blenheim, Schoharie County. Appeal sustained and special meeting ordered.

Walter T. Wiltzie from annual meeting held August 7, 1900, in union free school district No. 1, town of Pine Plains, Dutchess County. Appeal sustained and special meeting ordered.

Jay Jackson and another from special meeting held on August 21, 1900, in union free school district No. 1, town of Pine Plains, Dutchess County, from increase of number of members of the board of education. Appeal sustained and proceedings of the special meeting vacated and set aside.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements, December, 1900

COLLEGE DEPARTMENT.

Medical and dental examinations. Results of licensing examinations in 1900 show that as in other years New York professional schools are more thorough than those in other states and countries. It speaks very well for New York medical schools that of the papers submitted by their graduates the average number rejected was only about one for every four graduates, as compared with one for every graduate of schools in other states and two for every graduate of schools in foreign countries. In addition to candidates from schools in which there was at least one failure, 39 graduates of New York schools and 85 graduates of schools in other states and countries were examined.

The comparison of New York dental schools with those in other states and countries is also most satisfactory for New York schools. Of the papers submitted by 71 graduates of New York schools, only 10 were rejected, while 26 written by 36 graduates of schools in other states were rejected. In addition to the above, one candi-

date had filed a certificate of study under private perceptor before August 1, 1895, two of whose papers were rejected; two candidates held diplomas from a Canadian college, one of whose papers was rejected; one candidate held a diploma from a Russian university, three of whose papers were rejected, and 23 candidates were graduates of schools against which no failure was charged in 1900.

HIGH SCHOOL DEPARTMENT

Attendance and apportionment. During the past five years there has been a growth of 87% in attendance on New York secondary schools. The amount apportioned to such schools during the past academic year was \$249,351.90, an average of \$3.17 for each pupil instructed as compared with the average of \$4.04 in 1896, the first year under the present law.

Examinations. During the past academic year there was a growth of 6% in answer papers written, of 12% in answer papers claimed, of 16% in answer papers allowed, and of 32% in honor papers. The ascending scale of these increases is a significant fact. 73% of all papers written were claimed, 92% of those claimed were allowed, and 24% of those allowed were honor papers. The corresponding ratios for the preceding academic year were 69%, 89% and 21% respectively.

Inspection. During the year 1,317 visits have been made to institutions in the University by members of the staff as compared with 1,079 in the preceding year. Every institution in the university was visited at least once.

HOME EDUCATION

Traveling libraries and pictures. During November 85 traveling libraries were sent to libraries, communities without libraries, extension centers, clubs and schools; 25 wall pictures were sent to five schools, while 10 more schools and nine clubs used over 400 photographs and 1,300 slides.

Public libraries. The Prospect branch of the Brooklyn Public library and the Conrad Popenhusen institute library at College Point have been registered.

October 17, at Newark, N. Y., was laid the corner stone of a library building to cost \$10,000 given by Henry C. Rew of Chicago who spent his boyhood in Newark.

Albany has voted \$9,700 to four of its libraries during 1901. These are the

Young Men's association library.....	\$5,000
Albany free library.....	2,500
Catholic union library.....	1,200
Young Men's Christian association library	1,000

The budget presented by the New York board of estimate and apportionment for 1901 contains \$299,663.80 for free libraries. This is distributed to 17 libraries or 45 branches, if branches are counted separately. In the boroughs of Brooklyn and Queens only one library is recognized in each, but to each of these is awarded a sum sufficient for the other libraries applying when acquired as branches. The total apportionment is \$84,884.50 larger than last year.

STATE MUSEUM

Paleontology. The state paleontologist spent several weeks of the last season in Nova Scotia, New Brunswick and Quebec making collections from rocks which have for the most part been regarded by the Canadian geologists as of the same geologic age as the Helderbergian of New York. Careful studies and extensive collections were made at Arisaig, N. S., Dalhousie, N. B. and on the Gaspé peninsula, thus putting the museum in possession of a series of fossils of much importance for correlation and study and which are not duplicated in this country outside of the National museum at Washington.

The accessions to the paleontologic collections during the past season, including all that has been acquired in the work above specified, have been not less than 10,000 specimens.

The museum has also recently come into possession by purchase of the important collection of Cambrian fossils made by the late Silas W. Ford of Troy, a very keen observer and careful student of the Cambrian rocks. This collection,

though small, contains all the types of species described and illustrated by Mr. Ford and much of the material is derived from localities at which it seems now impracticable to obtain others.

Besides the cooperative work in southwestern New York carried on in connection with the U. S. geologic survey, other cooperative enterprises have been undertaken with the Buffalo Society of natural sciences in the survey of the Niagara Falls region and with the geologic department of Cornell university in making traverses of Chautauqua county.

The recent discovery of another mastodon skeleton in Orange county, remarkable for containing both of the small tusks in the lower jaw, promises a favorable opportunity for acquiring another skeleton of these extinct elephants for the museum.

At the Paris exposition the exhibit of the department of paleontology was awarded the grand prize. Preparations are now making for an exhibit at the Pan-American exposition at Buffalo.

IN THE SCHOOLS OF THE STATE

[NOTE.—We desire to cover the educational news of importance of the entire State. School commissioners, teachers, and those attending colleges or higher institutions of learning in the State will confer on us a favor by sending us reports of educational gatherings, changes of positions, etc., and by sending to us reports of their schools and work. Let not any portion of the State be neglected.]

AT LARGE

The *Buffalo Times* recently reported the following: "Prof. John Kennedy, superintendent of public schools in Batavia, claims to be the 'discoverer' of Frederick Remington, the well-known artist and illustrator. A number of years ago Prof. Kennedy had occasion to call at the adjutant-general's office in Albany. He found the employes laughing over a number of caricatures a member of the force had drawn. They were shown him and he was struck with their force and originality. Inquiry developed the fact that they were drawn by Frederick Remington, a bookkeeper. Mr. Kennedy told Remington he was wasting his time in the position he then occupied. Remington remarked he knew none of the New York publishers. Mr. Kennedy gave him a letter to the Harper Brothers. Armed with this and samples of his work the bookkeeper went to New York City and submitted his samples. He was engaged on the spot. 'To-day no one in America is better known as an illustrator.'"

Pres. Miles O'Brien, of the New York City school board, advocates free libraries in that city in connection with schools, not for children but for adults,—the poorer classes of the city who do not have access to educational material. He would open the school houses to this work, at hours when school is not in session. He says the free lectures introduced last winter in connection

with school work were attended by at least 534,000 people.

Syracuse University has offered six free scholarships to Filipinos who may wish to come here for an American education. A general call has gone out to the colleges of this country to this end.

The Oswego Normal School has been awarded a gold medal for its exhibition at the Paris Exposition. The exhibit which carried off the prize was made up of essays by the members of the literature and history classes; specimens from the zoological, physiological and other science departments; drawings, carvings, sketches and everything that goes to make up a complete exhibit.

Under direction of their teacher, Dr. Richard K. Piez, the members of the child study class of the Oswego Normal School recently examined by tests the eyes of the pupils in their charge. About 90 per cent, were found to have eyes capable of performing their normal functions. The purpose of these studies is to enable the teachers to determine in a scientific manner, some of the causes which may interfere with the progress of the child.

Dr. George J. McAndrew, for many years a teacher in New York State has been elected to the presidency of the Montana State Normal School at Dillon, Mont. His career as shown below, has well prepared him for this high position:

President McAndrew was educated at one of the New York Normal Schools, at Hamilton College, and at Yale College, where he graduated with the degree of B. A. in 1884. After his graduation he pursued advanced professional studies along the lines of psychology and pedagogy, for the degrees of M. A. and Ph. D., at Yale University, at New York University, and in Germany. In public school work, besides four years spent as principal of the Academy and pub-

lic schools at Ellington and Ellicottville, New York, before he graduated from Yale, he has been head master of the High School at Pawtucket, R. I., 1884-88; Associate Principal of the High School at New Haven, Conn., 1888-90; Superintendent of Schools at Plattsburgh, N. Y., 1890-93; and for the past seven years Superintendent of the township schools of South Orange, N. J. While in New Haven, he was lecturer and instructor in the Normal Training School of that city, and previously he had organized the teachers' training department of the Pawtucket School System.

New York State Council of Grammar School Principals will be in session at City Hall, Syracuse, on December 27-28, 1900.

The New York State Science Teachers' Association will convene in Rochester, Friday, December 28, and close its sessions Saturday afternoon, December 29. The Associated Academic Principals are cordially invited to attend. It is expected that the authors of several of the leading scientific text-books will be present and make addresses.

There was a meeting of the college entrance examination board of the Middle States and Maryland held recently at Columbia University for the purpose of perfecting a permanent organization. The different colleges in the association were represented as follows: Barnard, Acting Dean Robinson; Bryn Mawr, President Thomas; Columbia, Prof. Nicholas Murray Butler; Cornell, Prof. H. S. White; New York university, Chancellor MacCracken; University of Pennsylvania, Prof. W. A. Lambertson; Rutgers, President Scott; Swarthmore, President Birdsall; Union, President Raymond; Vassar, President Taylor; Woman's College of Baltimore, Prof. Van Meter; Johns Hopkins university, Prof. Griffin. The idea of this organization is to provide for uniform college entrance examinations.

There are several new ideas in kindergarten work in practice in the different boroughs of Greater New York. One is a swimming kindergarten where children are taught to make themselves at home in the water. Another is a musical kindergarten, starting with musical games, songs, dances, etc., and going on to more difficult exercises. In one on the East side, in an overcrowded settlement, the children are taught to play.

The main building of the Cornell university veterinary college was destroyed by fire Nov. 13, entailing a loss of \$30,000.

Senator Armstrong of the Rochester school board is not in favor of the following college graduation clause in the city school law: "No person shall be appointed to the position of principal of the free academy or high school or of a grammar school or teacher in the free academy or high school who is not a graduate of a college or university recognized by the regents of the state of New York." He says he believes that the question to be asked of an applicant is "Can he teach?" not "Where was he educated."

The practice of children bringing food products to the school the day before Thanksgiving, to be distributed among the poor, is a worthy one, and has been quite generously observed throughout the State.

Few state superintendents have given so much

attention to the subject of patriotism in the schools as Charles R. Skinner. By direction of the state legislature he has prepared a volume entitled "Manual of Patriotism for Use in the Public Schools of the State of New York." It is a volume of much practical value, and is in every way creditable to him.

The Hudson River Schoolmasters' Club, at a meeting held at Normal College, Albany, recently, elected the following officers: President, A. L. Goodrich of Utica; vice-president, M. J. Michael of Kingston; secretary, Henry L. Taylor of Albany; treasurer, Charles N. Cobb of Albany; executive committee, the foregoing officers and F. H. Wood of Albany; J. L. Bothwell of Albany and E. W. Griffin of Glens Falls.

Prin. S. C. Kimm, of the Middleburgh schools, who has recently had conferred upon him the degree of A. M., by Hamilton College, is author of a neat little volume entitled, "The Iroquois, a History of the Six Nations of New York." It is a valuable history and can be obtained of him at his Middleburgh address for 50 cents.

Congratulations are offered Prin. Schuyler Fox Herron of the Canajoharie Union School, who recently led to the altar Miss Katherine Williams of Warwick.

Pres. Jacob Gould Schurman of Cornell University addressed the students of the Ithaca high school December 5th on subject "Ezra Cornell."

COUNTIES

Albany—The Albany Training School was recently visited by a delegation of twelve teachers from Schenectady, and the whole day was spent by them in observing the work of the various departments.—Miss Gertrude M. Bacon, at the head of the methods work in the Buffalo Normal School, recently addressed the teachers of the Albany Training School, giving one of her bright discussions. The theme was the "Relation of Studies in the Primary Grades," in her morning talk, and in the afternoon, "Methods in Primary Geography."—Prin. C. E. Franklin of the training school recently addressed the teachers of the Watervliet school upon the subject of "How I Teach School." December 3 he addressed the Athenaeum Club of Athens, N. Y., upon "Modern Ideals in Education."—Free text books are being advocated for the Albany schools. Supt. Cole favors the movement, and many prominent in city affairs are for them.—Eighty kindergarten teachers of Albany and surrounding cities recently assembled at the Albany Normal College to hear Miss Laura Fisher of Boston lecture upon a theme relative to their work.—The voluntary contribution of Albany school children to the Galveston school children was \$451.66. This will help much towards furthering the cause of again reopening the schools there.—The school board of Rensselaer have instructed their superintendent to arrange for a course of lectures for the coming winter.—Albany school circles has sustained a loss through the resignation of Miss Lucy A. Plympton of the Albany Female academy. Her resignation takes effect in June, after which time she expects to make a tour of Europe.

Cattaraugus—The Ellicottville board of education have passed a resolution to debar from taking

regents examinations any pupil who absents himself from school three times without a written excuse from his parents, unless the board has proven to them that such absence was unnecessary.

Broome.—Miss Margaret B. Keeler of Binghamton has gone to Porto Rico to become a teacher in the public schools there. She is a graduate of the Montrose high school and has been teaching at Honesdale.—The building of commodious quarters for manual training work is being agitated by the board of trustees of the Barlow school, Binghamton.

Clinton.—The Ellenburg Depot people are making plans to make a regents school of their school. Much money has been spent this year in the purchase of books and apparatus.—A free scholarship to Union College is provided for the sons of practical farmers and working men of Clinton county by the will of the late Thomas Armstrong of Plattsburg. It will be secured through competitive examination.—The Clinton county teachers' association, at their recent meeting at Champlain, took up the following program: President's address, Mr. Robertson; response, Prin. N. E. Avery; social meeting, informal talks by members of the association; paper, Working and Waiting, Prof. E. A. Parks; paper, The Recitation, Prin. G. M. Lasell; paper, A Plea for Child Study, Miss Emma S. Wardle; paper, Essential Work Done in Teaching, Miss Elizabeth A. Rooney; general discussion of the following resolution: "Resolved, That successful instruction in the first and second grades requires the highest degree of talent, and should be paid for accordingly."

Chenango.—Several pieces of apparatus have been added to the Norwich school.—The Norwich school is creating some interest among patrons by having a column of news published in the local paper. It would be well for other schools to do likewise.—The Norwich school has a Young Men's Debating Society.—The death of Myron Powers of Oxford is announced. He was for years a prominent school man, being principal of the Port Jefferson, L. I., school.

Cayuga.—The board of education of the Auburn schools has made arrangements for a course of free evening study which will be given at the James Street school.—The Auburn board of education have refused the request of Prof. Will Brown of Chicago to enter the public schools of that city to obtain the pledges of the pupils to not smoke cigarettes.—The Auburn high school pupils have an interesting paper called the *High School Reporter*, edited and managed from their number.

Cortland.—Cortland county teachers have begun the year of school work well by the following interesting program at their association meeting, held at Marathon: Opening words, President Coon; The Purpose and Form of Language, Mabel S. Howes; discussion by Nettie Currie, Margaret Nottingham; School Management, Harriet E. Pollard, J. Ortho Lansing; Latitude and Longitude, illustrated with class, Margaret C. Killela; Grade Examinations; discussion opened by Mary Kerrigan, Ernest A. Conrad; reading, illustrated with class, Stella J. Sears; Vertical Penmanship, Edith E. College; The Twentieth Century Schools, Frank G. Trapp; Drawing in the Grades, Ella Vosburgh; How can we Co-operate for Better

Results? L. H. Tuthill; discussion by Mrs. V. Smith, Florence Nixon and others.

Chemung.—Miss Fra Egbert Burris of Horseheads has been notified that she has passed with honor the special examination in drawing, held in Elmira. This examination is very difficult, comprising the subject of draughting, designing, architecture, sketching, color and methods, and entitles the holder to fill the position of *supervisor of drawing* in any of the schools of the state.

Chautauqua.—The board of education of the Ripley school are desirous of getting into closer touch with their school, and will ask Prin. H. J. Baldwin to make a written report to them monthly of work being done.—Miss Mary Burham of Forestville, a Fredonia Normal School graduate, has been elected to the position in the Ripley school made vacant by the resignation of Miss Edith Rhinehart.—W. B. Rickenbrode has been appointed to the place on the Ripley school board, made vacant by the resignation of E. C. Markham.—Miss Myrtie Fitch, a teacher in the Westfield high school, has secured from State Superintendent Charles R. Skinner a life certificate to teach in the schools of this state. This school has an able corps of teachers from principal down, and is accounted one of the best in Western New York. Preston K. Pattison is at its head, and under his direction the school yearly increases in efficiency. Miss Fitch has risen from grade teaching to become a member of the high school faculty, and is upon the whole a very bright woman.—The people of Cassadaga are agitating the question of raising their school to the grade of a Union school.—Ellington school has recently added to its equipment a new piano.—Prin. J. M. Crofoot and his able corps of teachers at Cherry Creek have interested the whole people of that village in a school fair, the proceeds to aid in buying school furniture. A lace handkerchief from Mrs. Theodore Roosevelt will be one of the articles for sale.—Under Prin. G. A. Persell, the school at Lakewood is doing unusually good work this year. Mr. Persell is a man of strong moral force, and has an enviable reputation as a teacher.—The pupils of the Jamestown high school now have the privilege of using a well-equipped gymnasium. A full line of apparatus has recently been added to the equipment of the school.—The Ripley school has recently been notified of an advancement of one grade in the regents classification. Prin. H. J. Baldwin may well feel proud of his work.—There is, perhaps, in the state no city in which greater interest is taken in school affairs than in Jamestown. Much of this is due to an able teaching corps, and an able superintendent, Rovillus R. Rogers. This teaching corps have the happy faculty of keeping the schools in close touch with the people.

Dutchess.—In a general discussion of the practice of teachers giving pupils work to do at home, a Poughkeepsie paper says: "Our children now come home with tired heads, and the tale of pages of arithmetic, columns of spelling, much geography, to be studied for next day. All this should have been prepared in school, under the supervision of the teacher. The teachers' business is really in large part done for them by parents or others, and not usually well done either. The poor child of illiterate parents is handicapped. It is a subject which has been in need of complete

change for many years. Advanced ideas of child culture should show the courage of its beliefs by having the school do the work it is intended to do in the education of the child. We should see that the school is ended for the day when school hours are over, that every child has had an equal chance in preparing its lessons, and that the teacher is so in fact as well as in name." This sort of criticism seems to be somewhat wide-spread through the state among the newspaper men, and, of course, will serve to call the teacher's attention more sharply to it.

Brie.—The *Buffalo Enquirer* is not in favor with the proposed manner of the establishment of principals' salaries in the schools of that city, the same being graded somewhat by attendance in the respective schools. *The Enquirer* has fallen into the common error, in its discussion of principals' salaries, that teaching is not as nerve-taxing as is other lines of professional work.—Sena. or Henry W. Hill has been slated for appointment to the Buffalo Normal School Board, in place of the Hon. David F. Day, deceased.—Com'r John Meahl of the first commissioner's district, at the close of the recent successful institute of his district, was presented by the teachers with a fine gold watch and chain. He is an official of ability and energy.—The School Principals Association of the City of Buffalo recently listened to a discussion of "Semi-Annual Promotions," by Prins. Elmer J. Cobb and Charles Goldsmith, then passed a resolution recommending such promotion in the first seven grades.—In connection with the teachers' institute at Williamsville recently the teachers' association met and organized with the following officers: Prin. D. B. Farnsworth of Lancaster high school was elected president, vice, J. H. Meahl; Prin. A. T. Rinker of Akron high school was elected vice-president, vice, Ralph Blackney of Lancaster; Miss Lula Shattuck of Depew was elected secretary, vice, Mary Nolan; Miss Bertha Spaulding of Williamsville was re-elected treasurer. The treasurer's report showed a balance of \$21.07 on hand. The next meeting of the association will be held in Lancaster some time in February. At the same time a principal's association was formed. They expect to visit in a body the schools of the district and compare work being done in each with the others, and make suggestions as to better plans and methods of instruction.—The penny savings bank scheme of the Buffalo schools is a valuable feature of work done as reported, in inducing the children to save money.—The teachers' association of the second commissioner's district have chosen the following officers: Prin. Henry J. Danser of Blasdell, president; Miss Train of East Aurora high school, vice-president; Prin. John Morgan, secretary; J. F. Ryther, treasurer. The association consisted of one hundred and sixty teachers, one-third of whom are college and normal graduates.

Fulton.—The following list of licenses held by Fulton county teachers for this year show that trained teachers are coming into the work in that county: College 1; normal diplomas, 11; first grade, 19; training school, 4; training class, 37; second grade, 37, and third grade, 1. One of the second grade teachers is a college graduate, making 54 trained teachers out of a total of 110 employed in this commissioner district.—Owing to

the crowded condition of the Gloversville ward schools, two extra rooms have been opened in a business block, which has necessitated the employment of two new teachers.—The teachers' association of Gloversville will be instructed by outside lecturers during the winter. Charles F. Wheelock of the Regents department is set down for a lecture in December.

Franklin.—The Franklin county teachers' association held their semi-annual meeting at Malone. The program was one calculated to interest those in attendance.

Genesee.—Miss H. Agnes McVean, a teacher in the third and fourth grades of the Washington Avenue school at Batavia, has resigned and gone to Ellensburg, Ulster county to assume the position of teacher of the high school of that place.

Greene.—One of the most enthusiastic meetings since the Catskill Mountain Teachers' association has been organized, was held at Windham October 26-27th. Their next meeting will be held at Tannersville some time in May, 1901.—The teachers of Greene county are thoroughly alive to their work and have taken steps to get a bill through the legislature to secure the gradation of teachers' salaries in rural districts. The following letter will be sent out to their assemblymen and senator of that section by each teacher: "Dear Sir:—I would like to know whether, if you are elected, you will work to introduce and will support a bill which shall have for its object the increase of teachers' salaries and the gradation of same in the rural schools. You will answer by return mail in order that I may know where to place my influence as I am heartily in favor of such legislation."

Herkimer.—The annual report of Superintendent Reed of the Little Falls schools shows the school population between the ages of 5 and 18 years as 2035. The number of regular teachers employed is 30, and the expenditures for ordinary school purposes is \$23,006.19. The salary of the superintendent is \$1,600; the teachers' salaries aggregate \$16,875; janitors, \$1,300; truancy officer, \$300; clerk of the board of education, \$125, making a total of \$20,200. In addition to the 30 teachers, 10 more teachers are employed in St. Mary's school, and this school is maintained without cost to the taxpayers of the city. The school facilities in Little Falls are most excellent. All of the school buildings are practically new and fitted with all modern conveniences.—Following is the program of the county teachers' association recently held at Frankfort: Supplementary reading: (a) Of what it should consist and how it should be used Kate Hull; (b) How it may be obtained, D. N. Boynton. Faculty meetings: Classes, purposes and frequency, Laura J. Morris; How to conduct them, Samuel J. Slawson. Classification and promotion of pupils: Basis, H. E. Reed; Advantages and disadvantages of promotions twice a year, A. J. Merrill; How managed in the district schools, Humphrey Lynch. The school library: Of what it should consist, Principal Bennett; How preserved and made available, Genevieve McCann; How to teach its proper use, S. A. Watson.—Com'r J. H. J. Watkins is giving to the *Ilion Citizen* a description of the school districts and schools of his district, and

the work being done. It is a good idea, and other commissioners will do well to embrace it.—Ilion boasts of a newly-remodeled school building that is a model in modern equipment, and on the whole a building of which the town may be proud.—The *Little Falls Times* says: "Miss Jessie Beach of this city secured a position in the New York city schools last February at a salary of \$900. An act of the legislature was passed last winter, regulating the salaries of teachers in Greater New York and because of Miss Beach's experience as a teacher she has just been informed that her salary for the past year is \$1,420, and beginning with January 1st next her salary will be \$1,500. Miss Beach teaches higher mathematics in the Wadleigh school for young ladies."—Prin. Francis J. Flagg of the Church Street school, Little Falls, read a paper on geology before the Progress Club of that place recently, upon which he is being complimented.

Jefferson.—There are many wise suggestions in Supt. F. S. Tisdale's annual report of the Watertown high school, and he shows the school to be in good condition in every respect.—The *Sandy Creek News* shows commendable interest in the affairs of the Jefferson county teachers' association, as is shown by a double-column portrait of the newly-selected president, Prin. R. H. Snyder, and a well-written write-up reproduced from the *Saturday Globe*. This is what it says of this popular school man: "Prof. Ransom H. Snyder, who was chosen president of the association, is one of the ablest instructors in the county. He was born in Orwell, Oswego county, in February, 1865, and educated in Sandy Creek high school and Hamilton college. His college course was secured through his own efforts. After his graduation he taught one year at Redfield and a year at Holland Patent. He was then made principal of the Sandy Creek high school, where he remained for six years. A year and a half ago he accepted the principalship of the Adams high school, in which position he is doing excellent work. Prof. Snyder is actively interested in educational organizations and is now secretary and treasurer of the Jefferson and Lewis County Principals' Council. He is a past master of Sandy Creek lodge, F. and A. M., and a popular member of the Masonic fraternity. The following are the names of the officers: Prof. Ransom H. Snyder of Adams, president, and Miss May Gaudin of Brownville, vice-president. Leonard L. Allen of Watertown, who has served as secretary for a number of years, was re-elected."—C. K. Moulton of Hoosick Falls has been chosen to fill the vacant science position in the Watertown schools.

Livingston.—Miss Vertie C. Dix has resigned her position in the Oakland schools to go to Moosic, Pa., to teach.

Monroe.—A new high school building is much needed in the east side district of Rochester, and a meeting was recently called to arrange a campaign to secure one.—A Mother's Club has been organized in connection with school No. 6 in Rochester.—A decision has been rendered in the case of Supt. Milton Noyes of the Rochester schools, that his appointment was valid, and that his term of office does not expire until two years more, and this decision has been affirmed by the appellate division. However, it is alleged that there is a bad mixup in the books of the board of

education, which books have not been balanced in nine years, and charges have been made against Supt. Noyes on this score. It seems that matters are much tangled, at any rate, in Rochester school affairs.—A fine new addition to school building No. 30, at Rochester was recently dedicated with appropriate ceremonies. A large crowd were in attendance, showing the appreciation of Rochester people for their schools.—The following course of lectures will be given at the Rochester Training School, Scio street, before the members of the New York State Normal and Kindergarten Training Classes: December 6, 1900: Subject—"The Cultivation of the Sense of Duty," Rev. Rush Rhees, LL. D., president University of Rochester. January 10, 1901: Subject—"The Kindergarten Viewed from Different Standpoints," Miss Caroline T. Haven, president International Kindergarten Association and principal of Kindergarten Department of the Ethical Culture schools, New York City. January 24, 1901: Training School Graduating Exercises. Address—"Prizes and Praises," Dr. A. E. Winship, editor the *Journal of Education*, Boston. February 7, 1901: Subject—"Work and Play in Education," Mrs. Helen Barrett Montgomery, commissioner of education. February 21, 1901: Subject—"The Significance of Progress and Conservatism in the Kindergarten Movement," Miss Patty S. Hill, superintendent Louisville Free Kindergarten Association, Louisville, Ky. March 15, 1901: Subject—"The Teaching of History," Prof. H. Morse Stephens, Department of History, Cornell University. March 28, 1901: Subject—"Art as a Factor in Education," Prof. H. H. Powers, Department of Social Science, Cornell University. April 24, 1901: Subject—"Methods in Geography," Dr. Jacques W. Redway, author "The Natural Geographies."—A new school building, No. 27, at Rochester, was formally dedicated November 23. Miss C. M. Coote is the principal. At six o'clock the teachers gave a supper to the members of the board of education, the speakers of the evening and the supervisors of the schools. Public exercises were held in the evening.

Montgomery.—James J. Dillenbeck, for ten years a teacher in the schools at Tribes Hill, has resigned, and goes into the creamery business.

Niagara.—Miss Mary Baker of Lockport has been appointed a teacher in the Niagara Falls schools. She is considered an excellent teacher.

Onondaga.—The institute at East Syracuse was under direction of Conductor Sanford, and was a profitable session in every detail.—The Merrick School Mother's Club will make an effort to secure a kindergarten in their school district at Syracuse.—According to the *Syracuse Post-Standard*, the pupils of the public schools of that city are not unmindful of the practices of their elders. In the election held in the schools on election day, one boy refused to vote when the rest did, and upon being questioned said, "The longer you waits, the more you get for your vote." Another boy refused a Bryan or McKinley ballot because he "was a Socialist."—The next monthly meeting of the Educational Council of Onondaga county is set down for December 8. C. W. Bardeen was set down for an address on "Tenure of Office," and Prin. W. D. Lewis for a paper on the "Development of the Child."—The board of education of Syracuse have refused to allow the schools of

that city to be canvassed for signers to an anti-cigarette pledge. They do so upon grounds that it calls the attention of a boy to cigarette smoking and puts the idea into his head to do so; and if the pledge should be broken, weakens the boy's self-respect.—Miss Anna M. Savage of Syracuse has resigned her position in the Binghamton schools to accept one in New York City.

Otsego.—A two days and an evening session of the County Teachers' Association held at Rockfield Springs were recently held. The program was especially interesting as is shown: Address, Hon. Danforth E. Ainsworth; Primary—Number Work, Miss Shipway; Sciences—(a) Biologic Sciences, Prin. Calkings; (b) Earth Sciences, Prin. Clark; Rural School Program—(a) Grading, Prin. Pratt; (b) Subjects, Miss Anna McDonald; (c) Correlation, Mr. Walker; Intermediate—Reading, Objects to be attained, Miss Lawton; Class Exercise, Miss Lounsbery; The Recitation—(a) Preparation, Miss Durand; (b) Purpose, Miss Williams; (c) Manner of Conducting, Mr. McManus.—Report of the Oneonta high school shows that institution to be in fine condition. Many books and new apparatus has recently been added.—Prin. A. E. Barnes of Unadilla is engaged in the attempt to organize the principals of Otsego, Chenango and Delaware counties into a principal's association.

Ontario.—An able corps of speakers appeared on the program of the teachers' association for the second commissioner's district, which convened at Canandaigua. Following are some of them, together with topics discussed: Miss Jane F. Shaw, on "Language in the Grades;" Regents' Inspector Arms, on "Children's Needs;" Regents' Inspector Charles Davidson, on "Language;" Miss Jeanette H. Deal, on "Some Devices in Geography Teaching;" Miss Sarah M. Harrington, on "Environment;" John Kennedy, superintendent of Batavia schools, on "Individual Instruction;" Dr. John M. Milne of Genesee Normal school, Prin. James Sheppard and Dr. J. Carleton Norris of Canandaigua. Following are the officers of the association: Edward J. Rowe, president; Jesse A. Wheeler, secretary, and John C. Atwater, treasurer.—The Canandaigua *Journal* decries the present plan of closing the schools of the state on election day, and believes some way can be provided to give voting teachers a chance to exercise their right of franchise without turning pupils upon the streets for the day.

Oswego.—About 200 teachers were registered at the Mexico institute, which was one of the most enthusiastic gatherings in the history of the third district. C. Edward Jones is commissioner of that district.—A question regarding the constitutionality of the state school law has recently come up in Oswego, in the matter of a tie in the selection of a superintendent of schools in that city existing in the board. The law provides for the settlement of such an issue by the state superintendent. Judge O'Gorman declares the law to be unconstitutional inasmuch as it gives the state a right to interfere with a municipal matter. Papers were filed for a permanent injunction to refrain the superintendent from interfering in the matter.

Oneida.—Saturday, November 24, the fall meeting of the Teachers' Association of the first com-

missioner's district, Oneida County, was held at Utica. The following program was planned for the meeting, and was carried out with interest: "Some Essentials of Method," Miss Alice Cynthia King; "The Use of Pictures in Primary Grades," Miss Margaret J. Williams; "Sewing as a Means of Education," Miss Clara L. Rae; Business meeting, election of officers; "Vital Points and Fatal Mistakes in Teaching," Superintendent S. J. Slawson; "Primary Drawing," Miss Jessie H. Bingham. The school commissioner is Miss Cora A. Davis, and the president is C. V. Bookhout.—Utica, among other places, is in the wake of the wave of criticism of the educational methods of the day, comparing with those of a few years ago, that has passed over the State. In its annual report, which is a satisfactory one in every way, Supt. Griffith discusses this phase of matters to some extent. He admits that the work of schools in general is not up to the standard that should be attained, but denies that they are deteriorating in efficiency. It comes out that Supt. Griffith has selected material from the work of the years past, and is ready to compare favorably the same work being done in the Utica schools of to-day with it.—The people of Utica exhibit an uncommon interest in educational matters, as is indicated by the fact that they have recently voted to expend \$50,000 in improving school buildings, and \$165,000 for a new library building. They have great faith in the present management and instructors in their schools.—Prof. Henry P. Warren, Ph. D., principal of the Albany Academy, addressed the Utica Historical Society recently.—The half-day system has been inaugurated in the primary departments of all the public schools of Rome. It is expected to work good results for the schools.—The Bleeker street school in Utica has been thoroughly remodeled, and is one of the best buildings in the city.

Orange.—The principal in one of the Newburgh schools has interested his pupils in reading and discussing the important news of the daily papers.—The teachers of the Middletown schools have organized an association with the following officers: President, Supt. J. F. Tuthill; vice-president, William A. Wilson; recording secretary, J. C. Mullison; corresponding secretary, Indamora Benton; treasurer, Mertie W. Osterhout; executive committee, William R. Wilson, chairman; Miss Cooper, Miss McShane, Miss Startup, Miss Quackenbush, Miss Creedon, Miss Harris and Miss Southworth.

Rockland.—The Nanuet public school was closed for a time because of diphtheria.

St. Lawrence.—An interesting feature of the annual meeting of the St. Lawrence County Schoolmasters' Club was the address by State Superintendent Charles R. Skinner, and the large attendance showed an appreciation of his presence. His address was thoroughly practical and sensible in every detail. Prof. Charles Davidson of Regents Department addressed the meeting in "Special Points in English Training." Prof. Frederick Foster of St. Lawrence University read a paper on "The Co-ordination of Literature and History." Director Cruikshank of the Clarkson Technology spoke on the "Relation of the Public School to the School of Technology." Others were as follows: Miss Ter-

williger of Gouverneur and Principal Davis of the Norwood school spoke on the topic "Will the Systematic Study of English from the Kindergarten Department Upward Render Unnecessary the Study of Formal English Grammar." Prof. Moyer of the Technology and Prof. Graves of the Plattsburg Normal discussed the following subject: "Language being the most Common Medium of Communication Between Man and his Fellows, will it Follow that the Better His Mastery Over His Tongue the Better will be His Success in Life."

Suffolk.—Suffolk has a live corps of school principals as is evidenced by their county association and the program presented. Their last meeting was held at Patchogue, and the following were some of the discussions: How much scope should be allowed to the individuality of the grade teacher? Dr. Gordon; Athletic Associations, Prin. George Brown; Penmanship, Prin. J. Bowen; Half year courses vs. year courses in English, Prin. Mulford and Prin. Tracy. There was a very free discussion after each topic thus giving an opportunity for each one to make known his views or to ask questions, and in this exchange of ideas lies the benefit of these meetings. The following principals were present: Charles W. Mulford, Bay Shore; George A. Brown, Riverhead; Charles W. Hawkins, Amityville; E. R. Pearce, Center Moriches; Egbert Hulse, East Moriches; H. M. Tracy, East Islip; John Bowen, Kings Park; William D. Miller, Bayport; Dr. W. E. Gordon, Patchogue; and Com. M. H. Packer, Sayville.—Miss Edna Jones has resigned as teacher in the Huntington Union School, and Miss Susan Babcock of Fayetteville, N. Y., has been engaged to take her place.—So marked has been the advance of the Bay Shore school under the direction of Prin. Charles W. Mulford, that the *Brooklyn Eagle* recently called attention to it in a one and one-half column article, giving a portrait of Mr. Mulford. This rising young school man received his early education at Unadilla Academy, and afterward graduated at the Oneonta Normal School.—The teachers association of the first commissioner district held their fall meeting at Good Ground recently. The following interesting program was prepared for the occasion: Opening exercises; Hints to Help Primary Reading, Miss Julia A. Beaman East Hampton; The Presentation of Decimals, C. W. Armstrong, Sag Harbor; Cuba: Its Discovery, Revolution and Education, Frank J. Squires, Greenport; Causes of the Civil War, Miss Mary Benedict, Riverhead; Shall the Graded Schools Adopt the Course of Study prepared by Supt. Skinner? general discussion; Address, Commissioner C. H. Howell, Riverhead; Question box.—The school at Amityville has been raised to the high school grade by the board of regents. Two years ago it was only admitted to the junior grade, the lowest grade under regents' classification.

Steuben. The board of supervisors of this county have appropriated \$100 to each commissioner to secure a better system of grade examinations in the common schools.—A directory of the Hornellsville schools sent us by Supt. Elmer S. Redman is one of the best prepared we have yet seen, and it seems also that the schools of that

city under his direction, and that of an able corps of teachers, are in the best condition. There are besides the high school some five branch schools. Sixty teachers besides the superintendent are employed.

Schenectady.—Judge Edward D. Cutler has been appointed as a member of the board of education at Schenectady in place of the late Henry Heilbronner. The appointment is considered a very satisfactory one.—There are nearly 4,000 pupils enrolled in the public schools of Schenectady, according to Supt. Howe's recent report.

Saratoga.—At Saratoga recently the fire drill system of the schools was tested, the gong being sounded without warning. In exactly one and one-half minutes all of the five hundred pupils were out of the building, and in just three minutes all were again back in their seats. This indeed gives parents much confidence in the safety of the children.

Tompkins.—The commercial department of the Ithaca high school registers 105 pupils against 73 for last year, showing that this course is popular. The Ithaca high school claims especial distinction for the work done in this department.—The lecture course of the Ithaca schools was opened by an interesting and instructive lecture by Mrs. Anna Comstock of Cornell university, on the subject of "Nature Study."—Plans of self-government for the pupils of the Ithaca schools are being discussed, and it is likely that some system to such an end will be adopted. A plan of liberal government has already been used in the schools with good results.

Ulster. The following is the regents report of the Kingston high school and reflects much credit upon the management: "A fine school. Teachers all well qualified, thorough and efficient; pupils responsive and exhibiting excellent results of instruction. Relations between teachers and pupils cordial and of a kind to develop in pupil self respect and strength of character. Mr. Michael is to be congratulated on the excellent work and condition of his school."—Miss Kathryn D. B. Deyo of the Kingston schools has resigned her position. She was a very able teacher of the primary department.

Westchester.—There are three flourishing literary societies in the White Plains school.

Washington.—The Kindergarten Association of Washington, Warren and Saratoga counties held a valuable session recently at Fort Edward. Miss Isdell of the Albany Normal College gave two addresses during the day, in the forenoon to the teachers, and in the afternoon to mothers. Miss Culver of Sandy Hill is the president of the association.

GREATER NEW YORK

Manhattan.—The Manufacturers' Association, at the suggestion of its president, Mr. Ludwig Nissen, has recently appropriated \$2,000 for an industrial scholarship, including cost of tuition for four years and incidental expenses. The purpose of this scholarship is to encourage young men to become leaders in industrial pursuits.—The

Male Teachers Association, a new organization, held the first of a series of monthly meetings Nov. 17, at which time a supper was also served. Superintendent George S. Davis gave a practical talk on "Penmanship in the Schools." Several prominent New York school men followed him in the discussion. About seventy teachers were present.—The special and high school committee of the Manhattan board of education have recommended the following amendment to the schedule of salaries adopted in July:

Years.	JUNIOR TEACHERS.		CLERKS, LIBRARY ASSTS.	
	Women.	Men.	Women.	Men.
1	\$700	\$900	\$900	\$1,200
2	750	950	980	1,280
3	800	1,000	1,060	1,360
4	850	1,050	1,140	1,440
5	900	1,100	1,220	1,520
6	950	1,150	1,300	1,600
7	1,000	1,200	—	—

Years.	ASST. (REG.) TEACHERS.		FIRST ASSISTANT.	
	Women.	Men.	Women.	Men.
1	\$1,100	\$1,300	\$2,000	\$2,500
2	1,180	1,410	2,100	2,600
3	1,260	1,520	2,200	2,700
4	1,340	1,630	2,300	2,800
5	1,420	1,740	2,400	2,900
6	1,500	1,850	2,500	3,000
7	1,580	1,960	—	—
8	1,660	2,070	—	—
9	1,740	2,180	—	—
10	1,820	2,290	—	—
11	1,900	2,400	—	—

The corner stone of a new kindergarten was recently laid at No. 89 Cannon street.—Associate superintendent James Goodwin was given a surprise luncheon recently, in recognition of his services on the board of superintendents.—The principals and teachers of public school No. 103 unveiled a tablet to the memory of Hugh P. O'Neill, late principal of the school.—One of the most interesting meetings of the year was that of the Thomas Hunter Association, with a banquet at the Hotel Savoy. One of the speakers was Count de Lafayette, grandson of General Lafayette. Thomas Hunter was for many years principal of school No. 35, resigning that position to become president of the Normal College. Dr. Hunter was very enthusiastically received when he arose to speak.—The following from the New York Training school have been granted state certificates: Charlotte E. Blanck, Cornelia Bleakney, Joseph F. Cashman, Mary V. Cassidy, Mary Claffy, Margaret Donovan, William F. Dunbar, Mary E. Fair, Anna Fitzgerald, Daisy W. Frederick, Camilla E. Fueslein, William P. Garrity, Daisy L. Gerting, Gertrude Hackley, George R. Hall, Eleanor Harrington, Ignus O. Hornstein, Margaret D. Hughes, Emma M. G. Keller, Emily A. Kelly, Amanda E. Kemp, Marie L. Kennedy, Anna G. Kuhn, Matilda A. Lacy, Celia A. Laffey, Grace L. Leeser, Helen D. Leibell, Alice R. McCarthy, Sarah R. McCullough, Daisy F. McNamara, Catherine M. Murray, Christina Murrin, Eleanor O'Hearn, Lucy M. Regan, Teresa

Rippel, K. Frances Rowe, Elizabeth Rozengrave, Flora H. Sadler, Anna J. Thomas, Alberta Thompson, Margaret L. Touhey, Carrie M. Travis, Elizabeth Whitehead.—The Schoolmasters' Association held its one hundredth session recently, and was one of the best and most important meetings of that organization. The following were some of the speakers: President Seth Low of Columbia, Dean H. S. White of Cornell, Prof. Sidney T. Skidmore of the Educational Club of Philadelphia, Dr. Edward J. Goodwin of the Middle States Association of Colleges and Preparatory Schools, and Randall Spaulding of the Headmasters' Association. Luncheon was served.—Two Indian girls, the first of their race to be admitted to the schools of New York City, are enrolled at school No. 45. They are bright and especially good looking.—In memory of Prof. Max Muller of Oxford University, England, a public meeting was recently held in Schermerhorn hall of Columbia University. Copies of the fifty-four books published by this great man of literature were exhibited. Pres. Low presided and there was a large audience of students to pay respect to the memory of one so highly regarded.—Mark Twain recently appeared before the Public Education Association and delivered an address. The officers for the year 1900-'01 are: President, Mrs. Schuyler Van Rensselaer; vice-president, Mrs. Miriam Sutro Price; treasurer, Mrs. Jose Aymar; secretary, Mrs. Carlotta R. Lowell; assistant secretary, Miss C. M. E. Bell. There are many committees, also, for special phases of the association's work.—Dr. John G. Wight, principal of the Wadleigh high school, addressed the Association of Colleges of which he is president, at Philadelphia, November 30th.—Memorial services in remembrance of Miss Annie Hoffman were held at the Girls' Grammar School. She was an efficient principal of this school.—A new school on 133d street will be ready for occupancy ere long.

Brooklyn.—\$10 000 has been appropriated by the school board for a course of free lectures to be given during the winter. One each week will be given at each of sixteen lecture centers. A great many prominent lecturers have been engaged for this work.—There are now 320,525 children being taught in the Brooklyn schools. The whole supervising and teaching force numbers 3,880.—Prof. Edward Howard Griggs, M. A., will give a second course of lectures before the Brooklyn Institute. He gave his first lecture upon the topic "Education and Life"—Beginning with December 5, Walter Scott Perry, M. A., gives a series of five lectures before the Pratt Institute on "History of Architecture, Sculpture, Painting, and Decoration."

Queens.—The Queens Borough school board have directed the establishment of a kindergarten in the Richmond Hill high school, and hired Miss Martha Hyde Thompson of Long Island City to teach it.—Queens Borough board of education has directed the superintendents to prepare a schedule of free lectures, and has \$1,000 to be expended for this purpose.—Pres. Miles O'Brien of the school board was set down to address the last meeting of the Queens Teachers' Association.—The following are the newly elected officers of the Teachers' Association of Queens: President,

Matthew D. Quinn; first vice-president, Josephine M. Lawlor; second vice-president, Monica Ryan; recording secretary, W. H. Carr; corresponding secretary, Kate E. Rooney; treasurer, Robert G. Patrie.—The school building No. 44 at Rockaway Beach is completed and will be ready for occupancy about Jan. 1.—The Flushing high school is making an enviable record under the charge of Prin. John Holley. Last June four of the school were entitled to a 96-point regents' diploma. One has passed highest in a competition examination for entrance at West Point. Another has been awarded a Cornell scholarship, while yet another has won a \$100 prize at Princeton college for passing highest entrance examination.—Prin. Hans Schuler, of the military school for boys at College Point, has been notified that an uncle in Germany has died, leaving him \$1,000,000.

Richmond.—The new school house at Russville is a fine addition to the buildings of the borough, and will soon be ready for occupancy.

AMONG THE COLLEGES

A MARK OF HONOR

During the year 1899, the American Humane Association offered a series of prizes—the highest of the value of three hundred dollars—for essays written by students in American colleges, universities, and medical schools, on "Vivisection." These essays were to be submitted on or before June 1st, 1900. The results of the contest were announced at the last annual National Convention of the Association. "Among the essays submitted in this competition," says the report of the com-

As the successful essayist has been educated in New York State educational institutions, a brief sketch of his achievements will not be out of place in this journal. He is the oldest son of Principal Frank S. Fosdick of the Masten Park High School, of Buffalo. His early education was received in the grammar schools of that city, and he was prepared for college at the Buffalo Central High School. On graduation from the high school he received the Jesse Ketcham gold medal for excellence in scholarship during the entire high school course. While yet in the grammar and high schools, he developed unusual ability in English composition, and remarkable aptitude for oratory and debate,—a number of prizes having been awarded to him for excellence of work in these departments. He entered Colgate University in September, 1896, and was graduated in June, 1900 with a record which, in the number and character of its successes, has never been excelled in the history of the institution.

A catalogue statement of Mr. Fosdick's college honors reads as follows: First Kingsford Declaration Prize, First Sophomore Latin Prize, First Baldwin Greek Prize, First Allen Essay Prize, First Lasher Essay Prize, First Junior Oration Prize, The Rowland (Senior) Oration Prize, The Lewis Commencement Oration Prize, First Class of 1884 Debate Prize; First honors in scholarship at graduation, membership in Phi Beta Kappa. This series of honors extends over the entire four years of the college course, and all were taken without such extra effort as would impair the student's daily classroom work. This is an unusual record, and those who were familiar with it were quite prepared for the latest honor which has come to this forceful and brilliant writer.

Mr. Fosdick is, during the present year, a student in Hamilton Theological Seminary.

SCHOOL OF PEDAGOGY, NEW YORK UNIVERSITY

Mr. R. C. Metcalf, Supervisor of Boston Public Schools, gave an address on "English in the Elementary Schools," before the Society for the Study of Class Problems, at its regular meeting on Saturday, November 17, at 2:00 p. m., at the School of Pedagogy, Washington Square.

The subject of Vertical Writing in the Public Schools was discussed by Associate Superintendent A. W. Edson, of New York City, and Professor C. H. Judd, of New York University, at the regular monthly meeting of the Society for the Comparative Study of Pedagogy held at the University on November 12th. Supt. Edson, in dissenting from the recent action of the authorities which places "slant" writing back in the schools of the city, advocated "vertical" writing on several grounds. Of the twenty-eight schools of this city which were represented at the Paris exposition, twenty-three schools had all their written work in vertical script. This form of writing cannot be regarded as a "fad," since it has the approval of educational experts and practical teachers, cited at length in discussion. It secures good qualities in the child's writing much earlier than slant script. In legibility, neatness, and ease both for teacher and pupil, the facts favor the writing which approaches the perpendicular. Speed can be acquired, but is not essential. The



HARRY EMERSON FOSDICK

mittee of award, "one production stands out, both in literary merit, and in research as well, and we advise that the association publish the essay.—The writer of this essay, to whom was awarded the first prize in the competition, was Harry Emerson Fosdick, a student of Colgate University."

usual objections against it are not serious objections. Professor Judd reported some of the results of recent experiments which he has been conducting in the Psychological Laboratory of the University upon the movements contributed by the arm, wrist, hand, and fingers in writing. The results tend to throw considerable discredit upon the claims of vertical writing, showing as they do that it puts much too heavy work upon the fingers in the movements required to form letters. This new form of experimental analysis also revealed the great complexity of the movements contributory to our ordinary forms of writing.

The volume on "Hypnotism and Hypnotic Suggestion, by Thirty Authors," which has just appeared from the press of the New York State Publishing Co., contains a contribution on "Memory and Suggestion" by Professor Edward Franklin Buchner, of the department of Psychology, in the School of Pedagogy, New York University.

PLATTSBURG NORMAL SCHOOL

The Agonian, Clonian and Delphic societies have elected officers for the next ten weeks. Following are the list of officers: President, Fanny Daily; vice-president, May Cotter; recording secretary, Elizabeth O'Brien; treasurer, Minnie Cunningham; editor, Myra Young; tellers, Lois McDowell, Albina Kelleher; essay critic, Mary LaPlante; recitation critic, Lea Boire; guard, Elizabeth Kelley; chorister, Mary Devlin.

Clonian—President, Elizabeth McKenna; vice-president, Chatterton Mason; recording secretary, Anne Gregory; corresponding secretary, Louise Kelley; treasurer, Bertha Wilcox; teller, Carrie Hudson; first critic, Anna Bredenberg; second critic, Edith Emory; leader of glee club, Coranell Hudson; editor of Sphinx, Mabel Parsons; editor of Cardinal, Ethel Munger.

Delphic—President, Averil Cutler; vice-president, Laura Rea; recording secretary, Charles Mason; corresponding secretary, Warren C. Taylor; treasurer, James Wilson; tellers, L. Baker, William Ladue.

THE ACADEMIC PRINCIPALS

Program of the Annual Mid-Winter Meeting.

SYRACUSE, N. Y., DEC. 26-28TH, 1900.

PROGRAM.

WEDNESDAY, DECEMBER 26.

Afternoon Session, 2 o'clock.

Informal meeting and registration in the lobby of the Yates Hotel.

Evening Session, 8:30 o'clock.

Annual address before the Associated Academic Principals, "Elements of Business Success," James B. Dill, of the New York City Bar.

THURSDAY, DECEMBER 27.

Morning Session, 9:30 o'clock.

To what extent should the high school be graded? Principal F. S. Fosdick.

Nature Study. a) Its aim and purpose, Prof. L. H. Bailey; b) Its application to public school work, Supt. D. L. Bardwell, Binghamton; Prin. J. D. Wilson, Syracuse.

The place of music in the high school course, Prof. E. A. Gowan.

Afternoon Session, 2:00 o'clock.

History—A continuation of the work outlined at last meeting, conducted by Inspector E. W. Lytle.

1. History on stone and canvas, Professor Lucy M. Salmon, Vassar College.

2. Defects of history teaching in the high school as revealed in college, Professor Wm. H. Mace, Syracuse; Principal James Winne, Poughkeepsie.

3. History in the grades—what is possible? desirable? Principal H. J. Walter, Waverly; Superintendent Geo. Griffith, Utica; Principal Myron T. Scudder.

HISTORICAL EXHIBITION.

Room 52, Yates (over the dining room).

Open throughout the session.

Exhibit (a) Text books, books for reading, books for reference.

(b) Maps, charts, pictures, and other aids.

(c) History work from the schools.

Ways and means, in cases of absence, tardiness, indifference and disaffection, Supt. T. H. Armstrong, Medina.

Evening Session, 8:00 o'clock.

Topic, "Rational Education." Argument by Dr. Lawrence T. Cole. Discussion by Inspector Charles F. Wheelock and Supt. A. B. Blodgett.

Class, college, and fraternity re-unions.

FRIDAY, DECEMBER 28.

Morning Session, 9:00 o'clock.

Discussion of Prof. Munsterberg's paper on "School Reform." Opened by Prof. Charles De Garmo.

Report of treasurer.

Reports of standing committees.

Report of committee on resolutions.

Report of committee on nominations.

Election of officers.

Introduction of president elect.

Adjournment.

OPTIONAL TOPICS.

School discipline and character building.

The time value of biological science.

Athletics in high schools.

Recognition of regents credentials.

The officers are: President, Charles W. Evans, East Orange, N. J.; vice-president, Charles H. Warfield, Little Falls; secretary, S. Dwight Arms, U. S. N. Y., Albany; assistant secretary, Jay Crissey, Penn Yan.

Executive Committee: Leigh R. Hunt, Corning; L. W. Hoffman, Warwick; R. A. Taylor, Niagara Falls.

HISTORY EXHIBIT

The committee on history of the associated academic principals has announced that in accordance with the recommendation of the committee last year, there will be an exhibition of historical books, aids and methods at Room 52, Yates, Syracuse, N. Y., December 26-28. They desire to receive for exhibition specimens of work done by pupils in the history classes of your school of whatever kind it may be. Not more than from three to five specimens of work from any given class are desired and these should represent different kinds of work done. Do not send notebooks but a copy of three or four pages from each notebook you wish exhibited. They do not guarantee the return of the exhibits sent them. Exhibits should be sent not later than December 21 and should be addressed Historical Committee, Room 52, Yates, Syracuse, N. Y. If the exhibit is large, it will be more economical to send it by express, but if the express charges exceed 50 cents, they must be prepaid by the school.

DEFORMED CHILDREN

The final chapter of Dr. Grace Peckham Murray's contribution to *The Delineator* regarding children and their ills appears in the December number. It tells of those diseases that result in deformity. The whole series of articles has been professional and yet simple and practical. It is a series of articles that every mother with family cares should read. In this connection another series of articles by Lina Beard, sister of the celebrated cartoonist, Dan. Beard, should also be preserved. With her own illustrations Lina Beard shows many pretty and pleasant ways of giving amusement to children who are recovering from illness.

AT THE VANDERBILT HOUSE

Mr. C. E. Franklin, editor of *NEW YORK EDUCATION*, will have rooms at the Vanderbilt, Syracuse, during the meeting of the various educational associations December 26 to 28, to which all his friends are welcome.

This hostelry is a most desirable stopping place for school men. Special rates are given.

WILL HAVE HEADQUARTERS

Mr. H. P. French of *NEW YORK EDUCATION* company will have rooms at the Yates House, Syracuse, during the meeting of the different educational associations, and extends welcome there to his friends and to school men attending.

O, holy Child of Bethlehem!
Descend to us, we pray,
Cast out our sin and enter in,
Be born in us to-day.
We hear the Christmas angels,
The great glad tidings tell,
Oh, come to us, abide with us,
Our Lord Emmanuel.

[NOTE.—We regret very much that, owing to lack of space, we are obliged to carry over a portion of the uniform examinations and answers until our next issue. Although we have added eight pages to the usual size of our magazine, space for all matter is yet lacking.—EDITOR.]

NEW YORK STATE

UNIFORM EXAMINATIONS

HELD

Thursday and Friday, November 8 and 9,
1900

FOR

COMMISSIONER CERTIFICATES

Each of the following questions has 10 credits assigned to it unless otherwise specified.

AMERICAN HISTORY

Questions.

1. Locate three French settlements in America made during the early part of the seventeenth century.
2. a) Name the intercolonial wars. b) Give the date of the beginning and of the termination of these wars. c) What was the final result?
3. What conditions did the Dutch West India company exact of those who were made patroons in New Netherland?
4. What American territory was transferred to Spain by the treaty of 1763 which closed the French and Indian war?
5. Give the location of the Iroquois or Six Nations, and name the five tribes forming the original confederacy. b) Show how these Indians were of assistance to the growth and development of the English colonies.
6. Compare the military achievements of General Gates with those of General Greene in the campaign against the British in the Carolinas as to a) the battles fought by each; b) the immediate results of the several battles; c) the final effect upon the American cause.
7. a) What official position did Aaron Burr hold at the time of his duel with Hamilton? b) For what treasonable scheme was Burr afterwards brought to trial?
8. What was the attitude of each of the two political parties between 1830 and 1850 on each of the following questions: a) internal improvements; b) United States bank; c) protective tariff?
9. Mention three expedients resorted to by the government to meet the expenses of the civil war.
10. a) What is the presidential succession act? b) In whose administration was it passed?

Answers.

1. 1605, Port Royal, Nova Scotia; 1608, Quebec, Canada.

2. King William's, 1689-97—8 years; Queen Anne's, 1702-13—11 years; King George's, 1744-48—4 years; French and Indian, 1754-63—9 years.

Most late authors call them one war, with intervals of peace, from 1689 to 1763, 74 years, but last battle was fought (Capture of Quebec) 1759 (September 18).

France gave up all her possessions east of the Mississippi (except some small islands) to England; west of Mississippi and New Orleans to Spain.

3. Induce 50 families (some authors say persons) to settle on land in 4 years. Purchase land of Indians. Supply minister and school master for each estate. On these conditions, he could have 8 miles on each side if a river, or 16 miles on one side, and extend back as far as he chose.

4. New Orleans and all territory west of Mississippi. (Spain already held all the rest of North America).

5. Central New York. Mohawks, Oneidas, Onondagas, Cayugas, and Senecas.

The Indians, Iroquois, were friendly to the English and Dutch, trading with, and selling land to them. They hated the French, and served as a barrier to keep them out of New Netherlands (N. Y.) At the great conference at Albany in 1754, some famous Iroquois orators were there to assist in laying plans to defeat the French. In fact without them, England could not, possibly, have succeeded.

6. After the victory at Saratoga, won by Arnold and Morgan, though claimed by the inefficient and cowardly Gates, the latter was transferred south. The British planned a campaign to begin in Georgia and come north. They captured Savannah, and Charleston, Gates retreated, losing artillery and baggage, and came near being captured himself. British were checked at King's Mountain. General Greene, the ablest soldier, next to Washington took command at the south, won the battle of Cowpens, purposely retreated north so as to draw Cornwallis away from his supplies. The British won the battle of Guilford C. H., but it was of little use to them. (b) On the whole Gates accomplished but little, and it had a bad effect on the army, while Greene inspired the American soldiers and left them in good shape. Final effect on American cause was to inspire them.

7. Vice-President. For an attempt to establish a separate government west of Mississippi. Failed to convict.

8. (a) Whigs for, Democrats against; (b) Whigs for, Democrats against; (c) Whigs for, Democrats against.

9. (a) Internal revenue, stamps, licenses, &c., &c. (b) Income tax. (c) Make paper money, "green backs" fractional currency, &c., &c. (d) Direct tax of \$20,000,000. (e) Borrow money on bonds. (f) Increase of duties on imported goods.

10. (a) An act of congress declaring who shall be president in case the office of both president and vice president becomes vacant. By its terms it is to be filled by members of the president's cabinet (if eligible) beginning with secretary of state, thence in order, &c., &c. Cleveland's first term.

ALGEBRA.

Questions.

1. If $a=2$, $b=3$, $c=6$, and $d=5$, what is the value of $a+2c-[b+d-\{a-c(b-2d)\}]$?
2. Find the prime factors of the least common multiple of $8a^3-8ax+2x^2$; $12a^3-3x^2$; $10a^3-9ax+2x^2$.
3. Given $\frac{x}{m} + \frac{y}{n} = 5$ and $mx-ny=0$. Find value of x and y .
4. Given $\frac{3ax-2c}{3c} - \frac{ax-a}{2c} = \frac{ax}{b} - \frac{2}{3}$, to find value of x .
5. Given $3x+2y=16$, and $5x+7y=45$. Eliminate one of the unknown quantities by the method of comparison.
6. The floor of a room is 32 feet by 24 ft. What width of border will cover 208 sq. ft. of its surface?
7. Find the square root of $a^4b^2-2a^2bc+6a^2b+a^2c^2-6ac+9$.
8. Reduce each of the following radical quantities to its simplest form:
a) $\frac{7}{9}\sqrt{\frac{3}{5}}$; b) $(a-c)\sqrt{\frac{1}{a-c}}$; c) $\sqrt[3]{1029}$.
9. Expand $(1-a^2)^4$. Use the binomial theorem.
10. Verify the equation $\sqrt{4x^2-2xy+3y^2}+4=33$ when $x=2$ and $y=3$.

Answers.

1. 50.
2. $2a-x$; $2a+x$; $5a-2x$; 2; 3.
3. $x = \frac{5mn^2}{m^2+n^2}$; $y = \frac{5m^2n}{m^2+n^2}$.
4. $x = \frac{2c-b}{2c-b}$.
5. $x=2$, $y=5$.
6. 2 ft.
7. $a^2b-ac+3$.
8. $\frac{7}{9}\sqrt{\frac{3}{5}}$; $\sqrt{a-c}$; $7\sqrt[3]{3}$.
9. $1-5a^2+10a^4-10a^6+5a^8-a^{10}$.
10. $\sqrt{4x^2-2xy+3y^2}+4=33$.
 $\sqrt{4 \times (2)^2 - 2 \times 2 \times 3 + 3 \times (3)^2} + 4 = 33$;
 $2+27+4=33$;
 $33=33$.

ARITHMETIC.

Questions.

1. Change a) $.000\frac{1}{2}$ to the form of per cent; b) $.008\frac{1}{4}$ to the form of a common fraction in its lowest terms; c) $\frac{1}{111}$ to the decimal form.
2. $361+28 \times 7 - (210-84+7) - 18 \div 3 = ?$
3. Find the change of time incident to a change from $121^\circ 4'$ east longitude to $122^\circ 15'$ west longitude.
4. An attorney collects a debt of \$740 for a client and, after retaining his commission and \$17.60 costs in the proceedings, remits

- his client \$689.10. What rate of commission did he charge?
- Find the amount of \$1 at interest for 4 mo. 2 da. at $3\frac{1}{2}\%$ per annum.
 - If the discount on a note discounted at bank at 6% per annum 2 mo. 7 da. before it was due, was \$18.76, what were the proceeds?
 - If the interest on \$60 for 6 mo. 18 da. at 6 per cent. per annum is \$1.08, what is the interest on \$387 for 2 yr. 12 da. at $4\frac{1}{2}\%$ per annum? (Solve by proportion. No other solution will be received.)
 - The hypotenuse of a right-angle triangle is $16\frac{1}{2}$ inches and the perpendicular $11\frac{1}{2}$ inches. Find the base. (Correct to two decimal places.)
 - Find the length of a board containing $22\frac{1}{4}$ square feet, the two ends of which are 16 inches and $13\frac{1}{2}$ inches respectively.
 - A speculator bought Wabash R. R. stock at $22\frac{1}{4}$ and sold the same at $20\frac{3}{4}$, brokerage $\frac{1}{8}$ both for buying and selling, and lost \$1,093.75 by the transaction. How many shares did he buy?

Answers.

- $a \frac{1}{16}$; $b 12\frac{1}{1000}$; $c 7.072$.
- 302.
- 16 hrs. 13 min. 16 sec.
- $4\frac{1}{2}\%$.
- 1.01186.
- \$1,161.40.
- \$35.37.
- 11.83 ft.
- 18 ft.
- 625 shares.

GEOGRAPHY

Questions.

- When does the north pole of the earth's axis incline *a*) directly to the sun; *b*) directly from the sun; *c*) neither to nor from the sun? *d*) Compare the length of our days and nights under each of the above conditions.
- a*) Locate the main axis of North America. State its effect upon *b*) rainfall; *c*) drainage.
- Name an important export to, and an import from *a*) England; *b*) Germany; *c*) France; *d*) Brazil; *e*) China.
- a*) In what general direction do the highlands of Asia extend? *b*) Where are they highest? Locate, in Asia, *c*) great plains; *d*) great desert regions.
- Name and give general course of the following rivers: *a*) two flowing into the Caspian Sea; *b*) three into the Black Sea; *c*) one into the Sea of Azof.
- What cape at *a*) the northern point of Africa; *b*) the eastern; *c*) the southern; *d*) the western?
- What waters border on the peninsula of *a*) Kamchatka; *b*) Korea; *c*) Deccan (Hindustan); *d*) Arabia?
- Name the counties of New York which border on *a*) Lake Erie; *b*) Lake Ontario; *c*) Lake Champlain.
- Name *a*) two great internal water-ways of the United States; *b*) five important cities on each.
- Name the six great land divisions of the earth in the order of *a*) area; *b*) population.

Answers.

- a*) June 21; *b*) December 21; *c*) March 20 and September 22; *d*) on *a* we have our longest day; on *b*, our longest night; on *c*, the days and nights are of equal length.
- a*) The main axis of North America is in the western part of the continent, extending from north-west to south-east, from the Arctic ocean to the Isthmus of Panama. It consists principally of the Rocky, the Sierra Nevada, and the Sierra Madra mountain systems.
b) It acts as a barrier, preventing the passage of the rain in the warm winds from the Pacific ocean to the east but condensing it on the western side of the mountains.
c) It is the watershed which forms on its eastern side the western slope of the Great Central Plain of North America, which extends from the Arctic ocean to the Gulf of Mexico, and on its western side, the Pacific slope of North America.
- Export to *a*) cotton; *b*) beef and pork products; *c*) grain; *d*) flour; *e*) petroleum. Import from *a*) manufactures of textile fabrics; *b*) manufactures of iron and steel; *c*) silk; *d*) coffee; *e*) tea.
- a*) East and west; *b*) the plateau of Tibet, in the southwestern part of the Chinese Empire; *c*) the Great Siberian plain, covering all of Siberia; the Great Central High plain in the northern part of the Chinese empire; the Plain of China in the eastern part of the Chinese empire; *d*) the desert of Gobi or Shamo, in the Chinese empire; the Great Salt desert in Persia, the Syrian desert and the Dahna desert in Arabia.
- a*) The Volga, flowing east, southwest and southeast; the Ural, flowing south, west and south; *b*) the Danube, flowing east; the Dniester, southeast; the Dnieper, south; *c*) the Don, flowing southeast and southwest.
- a*) Bon; *b*) Guardafui; *c*) Agulhas; *d*) Verd.
- a*) Bering sea, Pacific ocean, Koorile strait, Okhotsk sea; *b*) Sea of Japan, Corea strait, Yellow sea; *c*) Bay of Bengal, Palk strait, Indian ocean, Arabian sea; *d*) Persian gulf, Strait of Ormus, Gulf of Oman, Arabian sea, Gulf of Aden, Strait of Bab-el-Mandeb, Red sea.
- a*) Chautauqua, Erie; *b*) Niagara, Orleans, Monroe, Wayne, Cayuga, Oswego, Jefferson; *c*) Clinton, Essex, Washington.
- a*) 1. The Mississippi river system; 2, the Great Lake system, including the Erie canal and Hudson river. *b*) On 1 are Minneapolis, St. Louis, New Orleans, Cincinnati, Pittsburg, On 2 are Chicago, Detroit, Cleveland, Buffalo, New York.
- a*) Asia, Africa, North America, South America, Europe, Australia; *b*) Asia, Europe, Africa, North America, South America, Australia.

READING.

Questions.

1. Define a) articulation; b) accent; c) pronunciation.
2. In reading, what is included in a) the physical element; b) the mental element?
3. Show the distinction in meaning between a) teaching and learning. b) patriot and patriotism; c) admonish and exhort.
- 4-5. Mother Ceres was exceedingly fond of her daughter, Proserpina, and seldom let her go alone into the fields. But, just at the time when my story begins, the good lady was very busy, because she had the care of the wheat, and the Indian corn, and the rye and barley, and, in short, of the crops of every kind, all over the earth; and as the season had thus far been uncommonly backward, it was necessary to make the harvest ripen more speedily than usual. So she put on her turban, made of poppies (a kind of flower which she was always noted for wearing), and got into her car drawn by a pair of winged dragons, and was just ready to set off.

"Dear mother," said Proserpina, "I shall be very lonely while you are away. May I not run down to the shore, and ask some of the sea nymphs to come up out of the waves and play with me?"

a) To what grade of pupils would the above passage be suitable as a reading lesson? b) Should the lesson be studied by the pupils before the recitation period? Give reasons for your answer. c) What questions should the teacher ask and what information should she give before having the passage read by the pupils?

Answers.

1. a) Articulation is the utterance of the elementary sounds of a language. b) A superior force or stress of voice upon particular syllables of a word, or particular words in a sentence, to distinguish them from others. c) The act of giving the proper sound and accent to syllables and words.

2. a) In the physical element is included the control of the muscles and the proper position of the body, the proper condition and use of the vocal organs so as to procure good quality of tone, clear enunciation and modulation of voice. b) In the mental element is included the power to comprehend the thought expressed in what is being read.

3. a) Teaching is giving instruction; learning is receiving instruction. b) A patriot is a person who loves his country; patriotism is love of and devotion to country. c) To admonish is to caution, or advise or reprove; to exhort is to incite to action by words or advice, to urge strongly to good action.

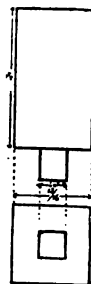
4-5. a) Fourth, fifth, or sixth; b) good reasons may be given in the affirmative or negative. c) Various answers will be accepted.

DRAWING

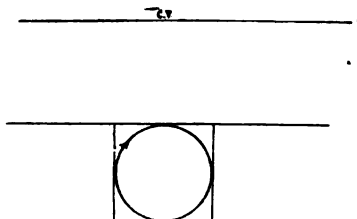
Questions.

Note.—Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler. The measure of all work shall be at least one inch.

1. a) Explain how a tint of orange-red is produced. b) Name two kinds of fruit some varieties of which are similar in color to the hues found in the spectrum chart between blue and violet.
2. Place three points in any relation other than in a straight line, and letter same A, B, C. Give the full geometric process which shall determine the center of the circle the circumference of which will pass through all three points.
3. Make the necessary projections of a hemisphere, placed with its plane face parallel to the horizontal plane of projection. Sketch to represent the same within the first angle of projection.
4. Read the working drawing given, and draw in isometric projection, the object described.



5. Draw in parallel perspective to represent a cube placed a) above and to the right of the observer; b) to the left with its center on the eye level.
6. Draw in masses to represent the person in front of you.
7. Sketch to represent two houses, placed respectively $1\frac{1}{2}$ " and 4" to the right of the C. V. The buildings are equal in height and stand with the lower front base lines on the G. L.
- 8-9. a) Using diagram given, place the square and circle in the ground plane. b) Draw to represent a cylinder 2" high the base of which is the perspective circle.



10. Copy sketch.

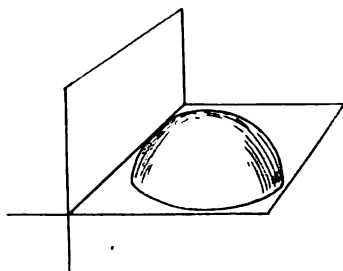
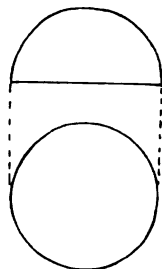
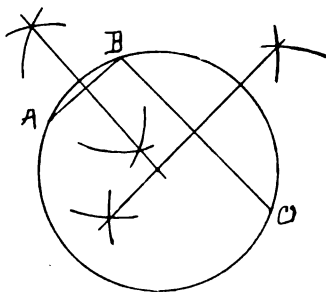


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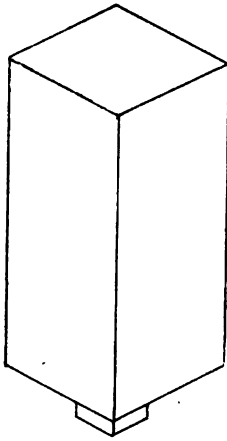
Answers.

1. a) Combine the colors orange and red,—the red predominating—and mix with white.
- b) Plums and grapes.

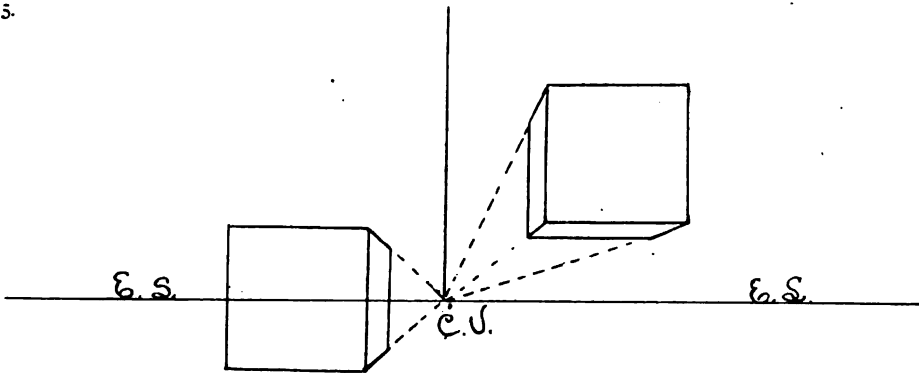
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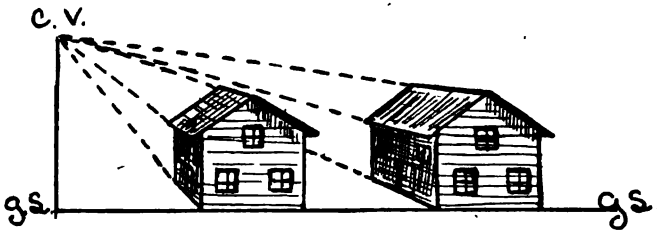


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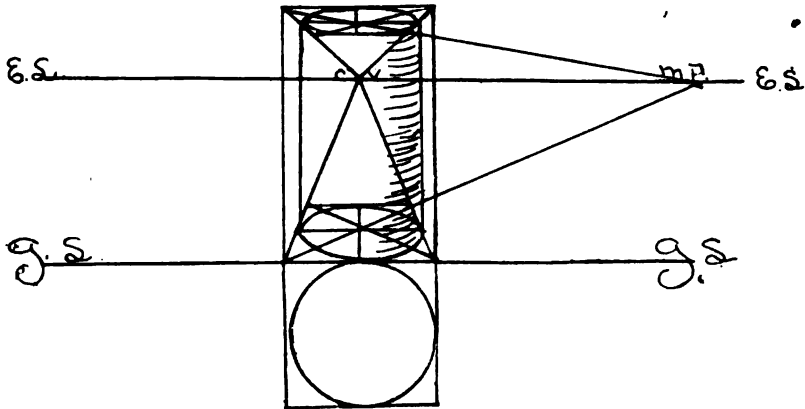


6. Answers will vary.

7. Scale,— $\frac{1}{2}$ in. to 1 in.



8-9.



10. Copy sketch.

CURRENT TOPICS

Questions.

1. *a)* Who represented our government in China during the recent trouble in that country? *b)* Write briefly concerning the relief of the foreign ministers at Peking.
- 2-4. C. P. Huntington, William L. Wilson, Charles Dudley Warner, Lord Russell, Gen. Martinez Campos, and John Sherman recently died. Write briefly concerning the career of each.
5. Write a brief account of *a)* the Galveston disaster and *b)* the relief given the sufferers by their fellow countrymen.
6. Write a brief account of the labor strike in Pennsylvania, stating *a)* the extent; *b)* the causes; *c)* the conditions of settlement.
7. What political party was successful in the recent *a)* national election; *b)* state election?
8. Name *a)* the state offices filled at the recent state election; *b)* the persons chosen to fill such offices.
9. *a)* What change took place recently in the Italian government? *b)* What caused this change?
10. At present who is the most prominent character in the government of Great Britain in *a)* military affairs; *b)* diplomatic affairs?

Answers.

1. *a)* Minister Edwin H. Conger; *b)* On June 10 the British Admiral Seymour with a force of 2,000 English, Russian, German, French, Japanese and American troops was sent to repair the railroad between Tientsin and Peking, which had been cut by the Chinese, and to reopen communications with the legations; but on June 26 the expedition returned to Tientsin, having encountered such strong and continued opposition that it was impossible to reach Peking.

Seymour's failure brought the Christian nations to a realization of the gravity of the situation. The allied powers hastened to send reinforce-

ments to China. On August 2 a relief column, of whom about two-thirds were Japanese and Russians, the remainder British and Americans (the latter under General A. R. Chaffee) started from Tientsin to Peking. After repeated encounters with the Chinese forces, especially at Peitsang, Yangtsun and Tung Chow, the international relief column entered Peking on August 14.

2-4. Collis P. Huntington was born at Harwinton, Conn., Oct. 22, 1821, of Puritan stock, one of his ancestors being Samuel Huntington, president of the Continental Congress and one of the signers of the Declaration of Independence. His education was obtained in the common schools. He was a hard worker from early boyhood. At the age of fourteen he started out to work for his own living. In 1849 he went to California and set up a store in mining supplies and shortly after a prosperous hardware store. In 1860 with Hopkins, Leland Sanford, and others, he planned and organized the Central Pacific railroad. Perhaps it is owing to him more than to any other man that the transcontinental railroads have played so great a part in the development of the country. He planned and perfected the whole California railroad system, which extends over 8,900 miles of track, and developed an aggregate of 16,900 miles of steam-water lines. He died on August 14.

William Lynne Wilson was born in Virginia, May, 1843. He graduated from Columbia college in 1860 and was admitted to the bar in 1871. In 1880 he was a delegate to the democratic national convention. In 1882 he accepted the presidency of West Virginia university but resigned upon his election to Congress in 1883. He was re-elected for the three following terms, and was the author of the Wilson Tariff Bill. He served under the second Cleveland administration as postmaster-general. He died on Oct. 17.

Charles Dudley Warner was born in Sept, 1829. He graduated at Hamilton college in 1851, having made the beginning of his reputation as a writer even while an undergraduate. After two or three years of writing, western travel and editing, he studied law at Philadelphia and practiced that profession in Chicago. In 1860 he became assistant-editor of the *Hartford Courant*. His connection with Hartford journalism was

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never afterwards severed, although in later years he had to do with the literary rather than the political side of editorial work. At his death he was part owner of the *Hartford Courant*. As an essayist and writer of books on travel he attained a high rank. He died on Oct. 20.

Lord Charles Russell was born in Ireland in 1832 and was educated at Trinity college, Dublin. In 1859 he was admitted to the bar and in 1880 became a member of the House of Commons. He gained great renown by his brilliant defense of Charles Stuart Parnell. He was knighted in 1886 and made a life peer in 1894. He was a member of many important judicial commissions, notably the Venezuelan boundary arbitration tribunal and counsel for the British before the Bering sea commission. He was Lord Chief Justice in the Salisbury cabinet. He died on Aug. 9.

General Arsenio Martinez Campos was born in 1834. His military career includes campaigns in Morocco, against the Carlists and in Cuba. He was influential in establishing Alphonso XII. on the throne of Spain. In 1877 he was appointed commander-in-chief of the army in Cuba and in 1879 he accepted the portfolio of war but resigned, not being able to procure the fulfillment of promises made to the Cubans. He was governor-general of Cuba when the last revolution broke out and was in favor of adopting conciliatory measures towards the Cubans but his advice was not heeded and he was superseded by Weyler. Afterwards he was governor of Madrid. He died on Sept. 23.

John Sherman was born at Lancaster, Ohio,

May 10, 1823. In 1845 he began the study of law. Three years later was his first active appearance in the political field, when he was chosen a delegate to the State whig convention. In 1854 he was elected to Congress. For forty-three years thereafter he held public office continuously, being four times elected a member of the House of Representatives, six times a member of the U. S. Senate, four years secretary of the treasury under Hayes and thirteen months secretary of state under the present administration. He was known as one of the ablest financiers of the country. He was high in the councils of the nation, yet his highest ambition, to be president, was never gratified. Twice when he was a candidate for nomination he was defeated. He died on Oct. 22.

5. a) The southern coast of the U. S. was visited by a tropical hurricane on Sept. 6-9, the fury of which reached its climax at Galveston, Sept. 9. The pressure of the wind on the waters of the Gulf was so powerful and so continuous that it raised the waves many feet above high-tide level and for a time the entire city was submerged. The combined attack of hurricane and waves produced indescribable horrors. Thousands of lives were lost, property worth millions destroyed. The condition of the survivors for several days was most terrible. All means of communication, including steamships, railroads, telegraph and telephone lines, had been demolished, all food supplies destroyed, and the drinking water supply cut off by the breaking of the pipes. b) The sympathy and quick generosity of the entire nation was extended to the sufferers at Galveston. Over the whole country relief agencies set to work and contributions of food, clothing, medicine and money were sent to the stricken city.

6. a) The great strike of mine workers, numbering from 100,000 to 150,000 men, in the anthracite coal regions of Pennsylvania (which are divided into four great districts—the Lackawanna, Wyoming, Lehigh and Schuylkill regions) began on Sept. 17 and was declared off on Oct. 25. b) The coal-miners' demands for: reduction in the price of blasting powder, abolition of company stores and company doctors, semi-monthly payment of wages, abolition of the sliding scale, the establishing of 2,240 pounds as a ton, and advance in wages. c) A general advance of 10 per cent in wages was conceded by the mine operators, this increase to hold good at least until next April, the price of powder was reduced, the sliding scale of wages was abolished, the other grievances left to be settled by further conference.

7. a) Republican; b) Republican.

8. a) Governor, Lieutenant-governor, Secretary of State, Comptroller, Treasurer, Attorney-general, State Engineer and Surveyor. b) Benjamin B. Odell, jr, Timothy L. Woodruff, John T. McDonough, Erastus C. Knight, John P. Jaeckel, John C. Davies, Edward A. Bond.

9. a) King Victor Emanuel III. succeeded his father, King Humbert I., to the throne of Italy. b) The assassination of King Humbert by Gaetano Bresci, an Italian anarchist.

10. a) Lord Roberts. b) Marquis of Salisbury, premier. (Marquis of Lansdowne, foreign secretary, or Mr. Joseph Chamberlain, colonial secretary, will also be accepted.)

NATIONAL EDUCATIONAL ASSOCIATION

President L. D. Harvey of the Department of Superintendence of the National Educational Association, sends out the following letter:

I send you herewith a preliminary statement of plans for the next meeting of the Department of Superintendence of the N. E. A., hoping it will reach you in time for such use as you may be inclined to make of it in your December issue. I shall hope to have the full program completed and ready for your next following issue.

The meetings will be held in University Hall, in the Fine Arts building, 203-207 Michigan Boulevard, Chicago. Dates of meeting February 26, 27, 28. Two evening lectures will be arranged for, both given in the same hall. As the size of the hall is limited, admission will be confined to members of the department. President Arthur T. Hadley of Yale has been secured to give the lecture on the evening of the 26th. It is planned to devote one session of the meeting to reports of what is actually being done in the subjects of domestic economy and manual training in the elementary schools of several cities where this work has been organized. It is not the purpose to devote this time to theoretical discussion of these subjects, but to reports of what is actually being accomplished, with something of the details of administration in carrying on this work.

One afternoon will be devoted to round table discussions. The superintendents of the large cities will constitute one group, and the state superintendents another. The remaining members of the department will divide up into probably three groups for the discussion of questions of special interest to superintendents. Rooms will be provided in the Auditorium Hotel to accommodate these groups.

An effort is being made to have reports of two

or three new and interesting experiments in educational work, which it is hoped may be of interest to all in attendance.

As I can not give you at present, the names of all the persons who are to go upon the program, it is perhaps better not to give any until a final conclusion has been reached.

The Auditorium Hotel will be headquarters. This arrangement will enable those stopping there to attend all meetings of the department without going outside the building. The usual reduction in railway rates on the certificate plan, is assured. Full details will be given as soon as final arrangements are completed.

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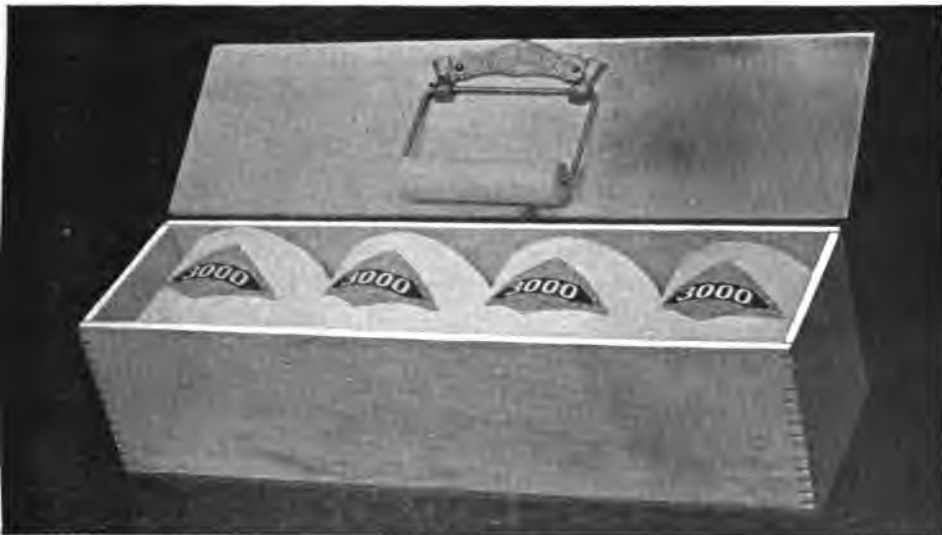
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SOME PRACTICAL NECESSITIES CONFRONTING THE TEACHER

MYRON T. SCUDDER, PRIN. STATE NORMAL SCHOOL, NEW PALTZ, N. Y.

I AM asked to make a few observations on the subject: "Some practical necessities confronting the teacher." The thoughts presented will follow two lines: first, the necessity of knowing child nature in its individual as well as in its race aspects; second, the necessity of knowing the means whereby the child may be made to develop into a useful adult.

Dr. Josiah Strong says "The evolution of the race thus far has been unconscious. Humanity has been forced upward by struggle and the stress of circumstances just as the brutes have been: and during most of man's upward movement he has known no more of the laws of his development than the brutes below him. Now, however, society is arriving at self-consciousness and must consciously and intelligently order its own development." This may be applied to what is taking place in the teacher's world. Instead of a blind following of the traditional methods and practices in the school room, the new century will find an ever increasing number of teachers studying the child and consciously adapting the curriculum and the methods of teaching and governing to the needs of the individual; forced indeed by the very stress of

circumstances to proceed *not* altogether empirically, *not* at haphazard, *not* because it has always been done so; but with a conscious intelligent ordering of details to bring about a more or less clearly conceived result.

Our State Superintendent has called the attention of teachers to the necessity of knowing as much as possible of the pupils with whom they have to deal, and it has been suggested that by proper co-operation with parents, friends, previous teachers, and with the pupil himself, the teacher may learn to know the pupil very intimately.

To facilitate such co-operation suitable blank forms have been designed, and are already used in many schools. As an example, we have presented below what is known as the character estimate card. It is intended as a medium of communication between teachers and seeks information on upwards



MYRON T. SCUDDER

of 60 points, touching on health, character, interests, tendencies, etc.

(A copy of this card may be obtained by addressing the principal of the New Paltz Normal School.)

But there is another side of a child's being that must be taken into consideration. Knowing the child's individuality is, after all, knowing only the superficial areas of

his nature; or, to change the figure, the shore line and coast soundings of his being. There are great and boundless depths beyond. We often hear it said that the child in its development epitomizes the development of the race. In a sense, then, the child has lived not a few months only, or a few years, but he has lived hundreds of thousands of years and has brought into the world a vast heritage. In respect to this heritage one child is very much like another; so much so that what may be said of one will apply to all. Here we deal with matters of evolution; here are instincts and race traits; here we speak of motor activities, nascent periods, culture epochs, fundamentals and accessories in development. These things are not learned by observation in the sense that individual traits are, but they are gotten at only by the patient investigations of philosophers and trained scientists. Most teachers can get them only second or third hand. Yet since they are changing educational thought and practice to an extent unsuspected by many, no teacher who claims to be intelligent can afford to keep himself uninformed regarding them.

In the past many have proceeded on the assumption that in "educating" a child it was sufficient merely to pursue a certain orderly course of study. To ascertain what this course should be, adult consciousness was examined, a natural order of development of the mental faculties was charted out and the subjects adjusted accordingly. This assumed that the child is constructed precisely like the adult. The idea that in some respects the child was as different from the adult as the tadpole from the frog, or the caterpillar from the moth was not recognized by curriculum makers. Now, however, we find the old or traditional program attacked on the one side by those who take a utilitarian view of education, and who wish to see the school programs adapted to the needs of the social conditions in which children are living; while on the other side the old education is assailed by the psychologists who are out of joint everywhere with the traditional school and call for something radically different.

Now there is a marked agreement in the program called for by these utilitarians and philosophers:

First, much stress is laid by both on the importance of waiting to introduce a sub-

ject to a child until the child is ready for that subject. Of course when the proper time has arrived, then, without delay must the stimulus be applied. For, in the development of a child, as in the affairs of men, "there is a tide, which, taken at the flood leads on to fortune, omitted, all the voyage of this life is bound in shallows and in miseries." We teachers have been great sinners in respect of these matters, and have tried to force pupils through their subjects before the cerebral development was equal to the task, or have waited until the tide of nascency was at an ebb. These perhaps are the chief crimes laid at the door of the old education, and while it may be said in defence of old practices, "see how many fine characters and well developed minds came from the old time schools," we may retort with Colonel Parker: "Yes, but who can count the lost!" Arrested development, killing of interest, loss of valuable time,—these are among the results of rushing children prematurely into subjects, and of ignoring nascent periods. Take as a single illustration the teaching of arithmetic. Who has not heard of children who with apparently no capacity for this subject had dawdled along year after year, until suddenly awakened to an appreciation of that which they had previously been indifferent to, and were able to accomplish in a few months what they had vainly attempted for years? Who of us would not undertake with a pupil of fourteen or fifteen years of age, who had had no formal schooling in arithmetic, to teach him in a single year all the arithmetic that children usually get by struggling through several years of the elementary school? This waste of time is what genetic psychology teaches us to expect when child nature is not sufficiently considered, and if, in the light of this psychology, we review all the subjects of the curriculum we would understand why President Hall thinks that "there is involved here the question of the reconstruction of almost the entire school course." Certainly the point may well be made and heeded, that one way of shortening a grammar school course is not so much by starting pupils earlier and getting them through their studies sooner, as by introducing each subject at the time when the cerebral development is ready for it and it can be done with the greatest economy of time and effort.

Another principle underlying the new education, with which it is well for teachers to get into line, is that mind and character are developed in proportion as the motor activities are given free play. No elementary curriculum that is not based on this principle can pass muster. In our theories as to what a school should be we are shifting over from a basis of *how much do you know?* to *how much can you do?* from an education that emphasizes information, passive listening and bookishness to an education that gives one a masterful acquaintance with action, with things, with human nature, as well as with the treasures of thought that we inherit in books. *Learning by doing* is the thought that is gaining ground so rapidly. Prof. James gives us the following as a maxim that ought to "dominate the entire conduct of the teacher in the class room," viz, "No reception without reaction; no *impression* without correlative *expression*." "An impression," he says, "which simply flows in at the pupil's eyes and ears, and in no way modifies his active life is an impression gone to waste. It is physiologically incomplete. It leaves no fruit behind it in the way of capacity acquired. Even as a mere impression it fails to produce its proper effect upon memory, for to remain fully among the acquisitions of this latter faculty it must be wrought into the whole cycle of our operations."

Now this is a principle that the traditional school grasps but feebly, if indeed it grasps it at all. But grasp it it must before long whether it wishes to or not, for parents will rise in their might and demand it. There is little or no danger, in emphasizing this side of child training, that what are called cultural studies will be neglected; the difficulty lies entirely on the side of making education more concrete. How shall this be done?

At this point social science steps in and says, that as a preparation for everyday life, for the kind of things that most children will be called on to do for so many hours during each day of their lives, the curriculum must emphasize industrial art and domestic science. A child when he leaves school is not going to spend his hours in reading, writing and arithmetic, but in working, sleeping, eating and amusing himself. How important that at school should be taught those things that go so far to

make life bearable or even attractive. Cooking, sewing, the making of beds, keeping things clean, setting the table, ventilating, beautifying house and grounds, caring for the sick, first aid to the injured, etc.—these are the things that make up a large portion of our lives, and that largely condition our happiness, and surely it ought not to be above the dignity (!) of a school to help prepare children definitely for such things. And so with that vitally important matter of passing one's leisure time. One doesn't want to read and study *all* the time he is not working or eating or sleeping. Proper amusement, *play* is one of the vital concerns of life. How to pass an evening profitably and pleasantly, how to spend leisure time intelligently, is an unknown art to the vast majority. Is it too much to ask the schools to give some intelligent thought to these matters bearing powerfully as they do on the temperance question, the street rowdy nuisance, the inane frivolities of society, all of which are in a measure due to cheerless, unattractive homes, and ignorance of the art of spending leisure hours.

Having said so much as this, social science stops to see what objections psychology will interpose to a program that contains such features. But the new psychology has no objections whatever. Indeed it sanctions all this as being indispensable to the development of the child, and goes on to show why this is so. But this is not all. The psychologist believes that this education through expression, motor activity, has its influence on *character* as well as on mind, body and social instincts. In his article on Cross Education in the *Popular Science Monthly* for March, 1900, Dr. Scripture of Yale says, amongst other things, "There seems to be no argument against the claim that some forms of manual training are just the things to develop character." And again, "sports, games (like football, etc.) and manual occupations are among the best developers of character." Many instances are recorded where the character building qualities of a well planned scheme of industrial work have done a redeeming work in what might reasonably have been supposed to be a hopeless case. Dr. Scripture finds in such results a possible answer to those "who are constantly attacking our schools because they develop intellect and ruin character." He

says, "The accusation is bitterly unjust in many ways, but its force can be met by introducing a system of character building based on a careful study of the means of developing truthfulness, persistence, bravery, courage under defeat and the other qualities that go to make up a true man. The foundation of this system is to be found, I believe, in the *principle of character building by motor activity*."

Time does not allow us to give more than a superficial glance at the bearings of the principles we have been discussing on the great question of school government in its relation to moral and civic training. The change that has taken place in respect to this phase of school life has been definitely felt in every civilized country but particularly in the United States. Missionary work needs to be done in the realm of school government as in the sphere of the curriculum and teachers must be brought to see the force of this as one of the "practical necessities" confronting them. Here, too, emphasis must be laid on "learning by doing," on motor activity as a factor in character building, on school life, not only as being a preparation for adult life, but as itself being real life. Surely a school government looking to these ends is one of the practical necessities of the day. (For a somewhat full discussion of this phase of the subject see April *Normal Review*, New Paltz, N. Y.)

To sum up: the demands of science and the readiness of people to apply scientific method to the art of living, including education, has brought the sociologist and the psychologist on the educational field in earnest. It is being urged that the child as the center of the educational system, must be better understood in order that educational methods may be more thoroughly applied. Fundamental changes in education

have been brought about not so much by teachers as by philosophers and by social forces working through the more intelligent communities. The demand is more emphatically voiced each year that curriculum makers shall recognize the existence of nascent periods in a child's development, shall intelligently reckon with the several definite stages of neutral growth, shall take into consideration that education, while it is a preparation for adult life is none the less the *real* life of the child, and shall adjust the subjects of the curriculum accordingly. We can not be deaf to these demands.

All this carries with it the introduction into our schools of manual training and domestic science to lay the foundations for bread earning and home making; and calls for intelligent consideration of the art of amusement, of properly supervised athletic sports, and of other profitable outside interests of ways of passing leisure time. It obliges us to consider the whole matter of school discipline, and in place of a monarchic, tyrannical form of government, afford training "in creating, obeying, and enforcing wise rules and regulations of self government" providing not only an object lesson in the forms of government, but actual practice in exercising the rights and duties of citizenship, as for instance becomes possible under the plan of school government known as the School City.

Thus the aim of school life is to recognize and consciously develop the individuality of the child as one of his most precious possessions; to show him how to take care of himself in this world, yet teaching him that he is embosomed in a social environment that frequently calls for a sacrifice of self and that formulates for him a new Golden Rule, "Do whatever you find to do in such a way that others as well as yourself will be benefited by it."

PHONETIC TRAINING

MISS CAROLINE B. LE ROW, NEW YORK CITY

HUMAN speech is the highest form of human evolution. The animal expresses itself with howl, screech, and cry; the savage, by grunt, growl, and gesture. To civilized man alone is given the power to express in speech the soul with which he is endowed.

Prof. Whitney calls articulation "the happiest term in our language," and the process, whether considered physiologically or artistically is certainly a most interesting one.

The word "phonetics" is comparatively a new one, and to the majority of teachers

it is unfortunately a mysterious and repellant one. Confusion exists as to its precise definition, and greater perplexity still as to its practical application and profit. The usual result of its teaching is "confusion worse confounded" on the part both of teacher and taught, discouragement, failure of any pleasure or profit, and a profound conviction that the whole matter is absolutely valueless and even nonsensical.

The value and beauty of human speech is so underestimated that its cultivation has been universally neglected. Distinct utterance is a matter never insisted upon from the cradle to the college, except in the occasional reading lesson, and only then when the lesson is given by a teacher competent to give it, and consequently sure to require this distinctness. Men, women and children, as a rule, mutter, mouth and mumble. In the school room the teacher is worried and worn with the constant effort to understand the recitation of the pupil. In society people talk at cross purposes and at immense discount because of the difficulty of understanding each other. In business, time, temper, and money are lost for the same reason. From the pulpit and the lecture platform comes the inadequate and impotent because only half-formed word. From the choir comes singing which, though it may be done with the spirit, is certainly not done with understanding upon the part of the listener. The vocal jumble from the stage is often so confusing to the ear as is a fog to the eye. We yearn for some of the impulse which moved the little Southern pickaninny, who, reporting the fact that some one had asked her who she was declared "I spoke up loud an' kinder bright an' says 'I'se Twins!'"

Nothing in the world is simpler than the theory and practice of phonetics. Speech is the utterance of thought in words, and every one of these words is formed of elementary sounds—vowels and consonants. Every time a word is spoken some of these elements are given. Upon the *accuracy* of their utterance depends the distinctness, and consequently the value, of all speech. All that is necessary is to notice carefully the *manner* of formation. This can be demonstrated by experiment. There is nothing in which one can so easily be self-taught. It is as simple as work upon a transparent slate.

This paper will wholly fail of its purpose

if it cannot show the exceeding simplicity of this phonetic work, and set forth the principles which any one with patience, persistence, and ordinary common sense can apply without a teacher.

The word "vowel," is simply "vocal," and expresses a clear, pure sound, the quality of which depends upon the manner in which the mouth is opened. The long and the short sounds of *a*, *e*, *i*, as in "cat," "pet," "pin," require the lips to be near together, and the mouth extended sideways. To this flattening, as it may be called, is due the flat, thin sound, or lack of resonance, which distinguishes all these sounds.

On the other hand the Italian *a*, as in "star," the long *o*, as in "hole," the diphthongs, "oi," "au," and "aw," as in "oil," "beau," and "awe," require the mouth to be opened to its fullest extent, and the resonance of the sound in this larger space gives the round and sonorous effect which characterizes these elements. In all vowel sounds the tongue lies passive in the mouth. All defects in vowel sounds are to be remedied by a change in the *shape* of the mouth.

"Consonant" means simply "sounding with." Consonants have no resonance. Connection with the vowel is necessary in order to give sound. We can have no word, not even a syllable, without a vowel. As a rule the vowels will take care of themselves,—that is to say, being resonant, they are easily distinguishable. In one's singing we can always recognize the vowels, but as, unfortunately, they are the *only* recognized sounds, the words are not so evident, these depending upon the consonants.

The method of consonant formation may be demonstrated by pronouncing monosyllables which begin with consonant sounds, as "boy," "cent," "cake," "dog," "fan," "hat," etc., giving the initial slowly and energetically. It will be found that *b*, *p*, and *m* require a vigorous pressure of the lips; hard *c*, *k*, *d*, and *g*, an equally vigorous action of the larynx; *s* and *h* energetic movement of the abdominal muscles; *l* of the root and tip of the tongue, etc. In proportion as these muscles are used not only correctly but vigorously, will the speech be distinct and agreeable. For instance in forming the initial of the word "boy" it is not sufficient to *touch* the lips merely. They must be energetically pressed together in order to get the full effect of the desired

sound. The same *energy* of effort is necessary for all the consonants.

The illogical spelling of our English tongue gives us many words in which the letters have no connection with the sounds given, therefore phonetic work should be *wholly* a matter of the ear, never of the eye, which instantly becomes bewildered, unless—and it is a good plan—words are written phonetically upon the blackboard for the child's assistance.

But the ear should never be depended upon for the *formation* of sounds. The precise position and management of the muscles by which they are produced should be carefully explained by the teacher and mechanically imitated by the pupil.

This kind of practice intelligently directed during the first few months of a child's school life develops the vocal muscles, giving them strength and flexibility. Correct and vigorous action becomes automatic, and all speaking, singing, or reading, distinct, finished and agreeable, at least so far as the mere articulation is concerned.

Practice in phonetics corresponds to the practice of scales and finger exercises upon the piano, and serves exactly the same purpose in speech as do these exercises in musical expression. Both of them are purely mechanical, and intended only for muscular development. This fact is too often lost sight of, and a means to an end is made the end itself, than which nothing can be more fatal.

And because of what may, for convenience, be termed the artificiality of this work, extra care should be taken that its legitimate place and purpose should be fully understood. Work in phonetics bears the same relation to speaking and reading as does the scaffolding to the finished building; basting threads to the completed garment; coal to the fire which cooks our dinner.

Nor is there the slightest sense in troubling the pupil with any technical terms in connection with the study. Some of the older students may, very likely, be interested in them if they are explained and no requirement made for memorizing. That the consonants formed by the lips are "labial," those by the tongue "linguals," those by the throat "gutterals," may prove to some of the more advanced and more thoughtful young people pleasant information, but there is no *necessity* for the use of any of these words.

It is, however, most important that he should be told *how* certain sounds are produced, and in the plainest way. This instruction is always in the form of an object lesson, as he is made to use his own vocal muscles, a practical experience infinitely preferable to any amount of explanation or outside illustration.

There is too much half-hearted work in many of our school-rooms. Yet in spite of its quality it does, fortunately, produce some degree of satisfaction. But this can never be true of phonetic exercise. Unless perfectly correct and as thorough as possible it is a wicked waste of time.

The gain in many respects from phonetic practice is incalculable and especially in the direction of physical stamina. I do not hesitate to declare after many years of experience, that the proper practice of phonetics is the most valuable form of gymnastic exercise in existence, and worth more than all movements with wands, rings, and dumb bells put together. The reason for this is that the work calls for an erect position of the body and constant deep breathing, which expands and strengthens the lungs, improves the circulation of the blood thereby benefitting every organ, and improving every function of the body. The work is necessary for only a few months at this period, a length of time ample for securing invaluable physical and vocal development. The child's feet are set in the right path; correct habits are formed and fixed at the time when impressions are the most deeply made and the most enduring.

This result itself, even if there were no other, forms sufficient reason why phonetic work should be carried on in every primary school-room in the country.

THE best preparation for the future does not consist in thinking about it, nor primarily in planning for it, but in doing the work of the day with the largest intelligence and keenest conscience. The school-boy is not prepared for the tasks and responsibilities of manhood by continually dwelling on the things he will do when he becomes a man; it is well that he should think very little about them, and that the emphasis of his thought should rest on the work, the play, and the pleasure of the moment.—*Owllook*.

ETHICAL INSTRUCTION IN PUBLIC SCHOOLS

E. M. FAIRCHILD, LECTURER FOR EDUCATIONAL CHURCH BOARD, ALBANY, N. Y.

It would be interesting to review the various efforts made by different educators and institutions to introduce ethical instruction into daily schools, but the limits of this article forbid this. All I shall attempt is the outline of experiments which have been carried on for several years past under the auspices of the Educational Church Board, and the presentation of certain new matter which those interested can put with what is already in print on the subject of ethical instruction as a part of the discussion.

The formal presentation of ethics as a system will never work successfully in our public schools. A few teachers, especially gifted to make such discussions interesting, can carry out with some degree of enthusiasm a brief inquiry with the older pupils of their high schools into the fundamentals of morals. Dr. O. D. Robinson is able to do this in the Albany High School. Any attempt at teaching formal ethics that is

manifestly a bore to the classes is worse than unsuccessful, because it arouses a rebellious spirit, especially among the boys, which leads to what the psychologists call a "negative reaction" to suggestion. The boys become prejudiced against the ideals advocated in the class, and sneer at any attempts to fulfill them.

There are many who contend, and with these I agree, that satisfactory ethical instruction must appeal to the emotions of the children, not simply to their intelligence. This fact necessitates a change in the pedagogy of ethical instruction from that which governs instruction in other branches. I am firmly convinced that pedagogy is rightly divided into general pedagogy and several special branches, and that the pedagogy of ethical instruction is one of these branches. The public schools will give their ethical discipline in a different way from that in which they gave their mathe-



BETTER A GAME THAN A FIGHT

matical, or historical, or literary disciplines. The difference between regular school pedagogy and that to be followed in ethical instruction can be discovered only by long study, and will probably cause some surprise.

I am not at all inclined to chime in with the attack upon our "Godless Schools," nor to lay the blame for a sad amount of child crime at the doors of the schools: but I do believe that the schools would do well by the nation if some ethical discipline, influential over the children, and carried out with care and thoroughness, were established as a vital part of the education given by the public schools. Supt. H. E. Reed, of Little Falls, N. Y., informs me that the younger superintendents almost to a man, who are making out definite courses of study for their public schools, are including, in some way or another, what is commonly called "Morals and Manners." Superintendent Seaver, of Boston, considers it true that the introduction of ethical instruction would be one of the most popular developments in public school education. I am confident that all our intelligent preachers, and they are our trained teachers of ethics, even though they admit the impossibility of the free use of the Bible in our public schools, feel that these schools have a duty to the children which is at present not fully performed. They recognize the danger of overworking the children by a multitude of studies, but they believe that the course of instruction ought to be co-ordinated with the needs of the children, the subjects of greater importance to their adult lives being selected, and others dropped. Success in life turns as much on the personal character as on knowledge. To forge out a career takes force and self-control and tact. The spirit of a letter may make or spoil a reputation and a career. Social blunders bring disaster and suffering. A false standard of conduct, honestly fulfilled, will make it wise sometimes to move out of town. These preachers will be willing to admit that the churches have the greater responsibility in ethical education, but the community gives the children to the schools for five days in the week, and as many hours each day, therefore the schools have the greater opportunity and a grave responsibility. I am inclined to believe that general sentiment will be found to be unanimously in favor of full attention to ethical instruc-

tion in our public schools, provided some way of giving it can be arranged.

There are certain practical difficulties to be considered. The public schools have children of all religious denominations, and ethical instruction must be given in such a way as to gain the sympathy of Roman Catholics, Protestants, Jews and non-religionists. Whatever method of instruction is devised must, therefore, have large facilities for the omission of ideas that are not unanimously sustained by the sentiments of these different denominations. After much has been omitted, does much remain? There surely is a large body of ethical judgments held in common by the ethically enlightened element of every community, no matter what denominations may be represented in its strife of churches. And farther, people who do not practice often sympathize with high ethical ideals, and there is general willingness that the schools instruct the children in that which is regarded as good morals. It is interesting to know that this Educational Church Board has membership in the various denominations, and therefore its experiments will avoid any sectarianism.

Ethical instruction must follow the lead of the children's interests. They are naturally interested in discussions of right and wrong only when these center upon something that happens within their own experience. Boys will discuss for months the circumstances connected with the expulsion of a member from their club, and work out elaborate ideas of right and wrong. They have an interest in the rules governing their games, and strong sentiments sustain their boys' cult. If we can arrange to center our ethical instruction on the important episodes that naturally take place in the lives of our school children, and instead of giving a formal presentation of a system, give the developed ethical judgments of the more enlightened adults as solutions of these difficulties, then we shall be able to hold the interest of the children, and influence them during the years of the growth of habits.

Some of these important episodes, so far as the school-room is concerned, will be "honest study vs. cheating in class," "hard study vs. fooling," "on time for school vs. being late," "truth telling vs. false witness," "respect for teacher vs. disrespect," "school honors vs. disgraces of punishment

and expulsion." The episode taken as a basis for each lecture should be typical, not one of unusual parts. It will seem a simple story, and unworthy of attention, perhaps, to some teachers, but at some age each one of these episodes is vitally interesting in the estimation of the children themselves. The natural interest will determine the time for the delivery of each lecture. A full course would probably include ninety lectures, ten a year for each room.

Take the fighting episode among boys and girls, for girls fight and watch the boys fight. The educational journals discussed fighting to some extent last year, and various opinions were expressed. This episode ought to be thoroughly discussed with the children of nine and ten years of age. They ought to get out of this discussion, discipline of their ethical judgment, and fore-enlightenment. In later life the bully of the blank street gang will find himself among adults whose sentiments condemn brawls, and

Society will imprison him for assault and battery. A bright, strong ten-year-old boy said to me when I asked him if his gang could fight,—“You bet!!!” “And can you fight at night?” I asked. “Why, we always fights our best after dark!” was his reply, and the manner of it showed that the excitement of an alley scrap after dark with the gang of another street was an exquisite pleasure which his whole boy body craved. He needs light as to ethical values, and foreknowledge of the ethical judgments of Society, else he will run amuck.

If we are to discuss the fighting episode, we must find some way of bringing this forward for discussion. It might be possible to use a word picture of a typical boys' fight, but there is a better way. Farther, word pictures are of little avail to most children when they concern something outside of their limited experience, therefore word pictures will not properly reveal to the children the manners and morals of adult



WILLIAMS AND HAMILTON, RIDGEFIELD GROUNDS, ALBANY

society. If we can combine with vivid word pictures actual photographs from life, and throw these photographs on the screen by means of lantern slides and lantern, then we shall have a double approach to the mind, and can succeed in making an impression. The two photographs which are reproduced to illustrate this article are from a lecture entitled "Once upon a time two boys had a fight," which contains seventy-five lantern slides and transparencies, and takes up the fighting episode according to the following outline of boys' ideas and lecture ideas. The subject of discussion is a typical boy fight, started by a little mean teasing, and the outgrowth of the boy's natural instinct to test strength in a fight. The boys' ideas were first carefully charted by means of what I call an "episode chart." The lecture ideas are always related to the boys' ideas, and each lecture idea is dwelt upon according to the importance in the minds of the boys of its related boys' idea. The order of ideas is that natural to the episode itself.

LECTURE OUTLINE

1. The boy who provokes the fight thinks it fun to plague another boy, and get him mad. The lecture shows the meanness of some plaguing.
2. The boy plagued becomes angry, and says, "I can't stand that." The lecture shows that gentlemen believe in self-control.
3. The plager, resenting the other boy's command to stop teasing, says: "I can lick you if you want to make anything of it." The lecture shows that gentlemen have athletic contests, but not fights, to see who can beat the other.
4. When the older boys see a fight is on, they say to each other, "Come, get them fighting just for fun." But the lecture shows that gentlemen have pride in avoiding a fuss.
5. Then the boy being plagued says,— "You stop that, or I'll give you what you don't want." Gentlemen think it much more important to defend the rights of others than their own.
6. Boys think some of the good boys will not fight because they are afraid, and the lecture shows that a boy should be slow to fight for fear of hurting others.
7. The boys know that teachers and parents, usually, do not believe in their fight-

ing, and the lecture shows that the laws of Society forbid breaking the peace.

8. The dominating sentiment among boys is "A boy ought to fight, and not be a coward." Most fights are simply a test of force and personal strength. If the lecture were to condemn fighting without giving any suggestion of the heroic use to which bravery and strength are to be put under proper circumstances, it would tend to crush the boys' ambition to be men of forcefulness and influence. Therefore the lecture commends the idea of being brave, but shows that a boy can be truly brave only in a good cause, and that to fight just because another boy wants to fight you is not to be brave at all.

9. After the fight, the boys themselves realize that the fight has been something of a disgrace, and this impression is deepened by showing that little children quarrel over trifles. "Boys over ten are too old to fight" is thrown as a transparency upon the screen.

10. The boys expect disapproval from their parents. The lecture shows how general the dislike of the boy spoiling for a fight really is.

11. Among the boys, the one who "licked" will brag. The boys are shown that no gentleman will brag over a fight, but that all will praise him who can win a game. The final and strong suggestion of the lecture is that the boys outgrow fighting, and take to games as tests of strength. Two of the photographs that emphasize this suggestion are those reproduced in connection with this article. Men who wish to test their strength against each other, have foot ball games. The boys can have these ball games, in which there is much more fun and none of the disgrace of a fight.

It was my pleasure to take a room full of boys through this lecture in one of Boston's public schools, under favorable conditions. The attention of the boys was perfect, every change in its temper being responded to instantly, and at the close, the boys expressed their approval by a round of applause. In Montreal, after a test of this same lecture, the children clapped, and then clapped again. Supt. H. E. Reed, of Little Falls, delivered this same lecture before two divisions of his school children, and maintained the interest from start to finish. The children seemed to him to take it seri-

ously, and the comments which they made in writing in response to a few simple questions show this to be true. One rather rough, older boy said to his teacher, who did not hear the lecture, "I tell you, you ought to have heard it. It was all right." We are disposed to proceed along these lines, and to hope for final success.

Who shall decide what ethical standards these lectures shall set up? The specialist in ethics, of course. The chemists furnish the facts for the chemistries, the historians, the outline of events used as a basis for school history, and the mathematicians write the text books in mathematics. These lectures must be elementary text lectures in ethics, therefore they must be the product of the careful study of specialists. It is this class of thinkers that is included in this Board. When this movement is fulfilled, it will constitute the re-entrance of church thought into a proper relation with education, a relation not of control but of influence and of opportunity to support a special discipline essential to the child's well-being.

WANTED—A TEACHER

I shall have the next appointment, and have carefully decided

Upon the sort of teacher that I think should be provided.

It is my firm opinion, after long consideration, That what we need is teachers with this sort of education:

Biology, philology, philosophy, aesthetics, Cosmogony, theogony, mechanics, homiletics. I've heard of other things I can't just now recall, But I won't employ a teacher that doesn't know them all.

She must be a Job for patience, and must rule by love of course;

I'll have her resignation the day she uses force. Don't tell me that some parents, with every means at hand

To make their boys obey them have not the least command;

For I expect the teacher who takes this situation To use no means of discipline but sugared moral suasion.

It may be that our millennium is many years away,

But the proper sort of teacher can begin hers any day.

She must smooth the path of knowledge for the children's stumbling feet,

And carry those who will not walk—the shirk, the drone, the cheat.

Childhood should be a happy time. Let study yield to mirth.

The school should be a paradise without a taint of earth.

The teacher's paid to do the work; let joy be unconfined.

'Tis wrong to make them study when they are not so inclined.

Yes, I know that after school days toil is needed for success,

But still the joyful process is the thing for school, I guess.

When parents call to see her she must be quite deferential,

And treat each person as if he were very consequential.

She must not criticise the way this mother runs her home,

Nor must she tell the surgeon how to set a broken bone.

She must not inform this tradesman how to keep his little store,

Nor point out to this lawyer where he lacks in legal lore;

But when the doctor or storekeeper, housewife or man of law

Tells her how to be a teacher she must heed with thankful awe.

I've said enough to indicate the kind I want I guess.

Her pay? Why, forty dollars, if she will not come for less;

But with the understanding that this rather lavish sum

Must be spent among the citizens from whom her wages come.

Yes, I hope to have a school in all respects right up to date,

But I overheard a statement that has bothered me of late:

My neighbor, who has always been a level-headed man,

Said that seraphs can't be purchased on the "small installment plan." —*Anonymous.*

If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts to escape being the same.—*Dean Alford.*

SCHOOL MEN OF THE HOUR

Dr. EDWARD R. SHAW

(For portrait see front cover)

WITH all appreciation of the good influence and helpfulness resulting from the interest in and attention to secondary and elementary education by universities and university men, it is a pleasure to find men engaged in university educational work who add a varied and practical teaching experience to the learning of the schools. Such cases are all too rare. It is with especial pleasure, therefore, that we present a sketch this month of Dr. Edward R. Shaw, Dean of the New York University School of Pedagogy. Dr. Shaw, as the appended sketch shows, is a graduate of Lafayette College and prior to being called to the New York University School of Pedagogy had served a long apprenticeship in actual teaching, being principal of the Yonkers, N. Y. High School at the time of taking up the work of training teachers of the university.

The School of Pedagogy of which he is the active spirit has almost from its inception maintained courses for New York City teachers, so arranged that the work can be done after school hours. These were fairly well attended up to the time when the Reform Board went into power in New York City. The requirements called for under the new order of things resulted in these after school classes at the New York School of Pedagogy filling up rapidly, and they have been very largely patronized ever since. The helpfulness to New York City teachers, and the benefit done the schools of that city through the opportunities afforded by these courses, is simply inestimable.

Dr. Shaw is a graduate of Lafayette College, Pennsylvania, and also later of New York University, and has devoted his entire life to teaching and to the study of the theory and practice of education. He has taught all classes, from the district school to the college, and since 1892 has been Professor of the Institutes of Education, New York University. In 1895, he was made Dean of the Faculty of Pedagogy, and under his direction the School of Pedagogy has grown from seventy-five students to over 300 students last year. Professor Shaw directs in New York City an experi-

mental school of application in which certain principles are carried out in the course of study and in the method of teaching. He is at present engaged in writing a large two volume work giving the detailed treatment of a course of study for the eight school years. The course of study is planned on the principle of co-ordination, and is worked out with the special view to correlating the various subjects of study.

He has published the following books: "School Devices," "Physics by Experiment," "English Composition by Practice," "Selections for Written Reproduction," "Three Studies in Education," and has edited and written several text-books, namely, "Robinson Crusoe," "Two Years Before the Mast," "Black Beauty," "The Peasant and the Prince," "Big People and Little People of Other Lands" and "Fairy Tales" for the Second School Year, and "Discoverers and Explorers" for the Fourth School Year. He has also written various articles for periodicals and magazines.

Dr. Shaw has spent considerable time in Europe, visiting and studying methods in schools in England, Scotland, France, Germany, Switzerland, and Austria.

CHARLES H. WARFIELD

IT is no small honor to be president of the Associated Academic Principals of New York State, and while the putting of extremely young men at the head of institutions and organizations is not a practice to be commended, it is none the less a high compliment to the individual to be spontaneously chosen head of such an organization within practically a decade after college graduation. And those who know say that no mistake was made in this year's selection for the office formerly held by such leaders in secondary work as Dr. O. D. Robinson, D. C. Farr, etc.

The gentleman thus honored, Charles H. Warfield, was born at Prattsburg, Steuben County, August 23, 1867, and his early school training was secured in the Prattsburg academy, from which he graduated



CHARLES H. WARFIELD

in 1883. He entered Hamilton College and was graduated from that institution in 1889. He was a scholar of ability, and succeeded in carrying off the following prizes during his course: First in mathematical prize and \$250 mathematical scholarship, second German prize, second French prize and first essay prize for the Junior year. He was also the recipient of many honors during his stay.

He first served in the pedagogical field as instructor in mathematics in the State Seminary at Tallahassee, Florida, in 1889-90. He was next a private tutor at Rochester in 1890-91, Principal of the Bergen Union School in 1891-92, Principal of the Boonville high school in 1892-97, and has since taught successfully as principal of the Little Falls high school.

He is a prominent Mason in his resident city. Was a member of the executive committee of the Associated Academic Principals in 1899 and vice-president of that association during the past year.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

FATE served me meanly, but I looked at her and laughed,
That none might know how bitter was the cup I quaffed.
Along came Joy and paused beside me where I sat,
Saying, "I came to see what you were laughing at."

SELFISHNESS is the chief source of school room troubles; selfishness in pupils, parents or teachers.

THE University of Michigan has 715 co-eds. President Angel says their work compares with that of men students.

THE real character of a community today is judged by its schools. Its residences, industries and churches may be good, but if the school is neglected it stands self-condemned.

DON'T be a bigoted sectarian. We may read our charts differently, but we are all steering for the same sweet harbor, and by the same bright, never-changing Star.—*Florida School Exponent.*

I BELIEVE that the question of method is ultimately reducible to the question of the order of development of the child's powers and interests. The law for presenting and treating materials is the law implicit within the child's own nature.—*Prof. John Dewey in "My Pedagogic Creed."*

It is well enough to run in a rut, if the rut leads in the right direction and does not become so deep that we cannot see over the edge of it the glorious landscape of the world about us. Reading is a telescope through which one may look out above and beyond the rut in which the drudgery of life compels each worker to run, and through which we gain glimpses of other regions of activity that lie all around us.—*Western School Journal.*

J. M. BARRIE's story of how a telegraph editor, receiving a dispatch that the Zulus had "taken umbrage," headed the article "Capture of Umbrage by the Zulus," has been paralleled by a western editor, says the *Argonaut*. Shortly after the anti-Semetic riots in Austria a slight shock of earthquake was felt in the vicinity of

Vienna, and a cable dispatch tersely stated that there had been a "seismic disturbance" near the Austrian capital. The editor headed the item: "Outbreak Against the Jews!"—*Exchange*.

It is said the healthy body helps to make a healthy brain; it is also true that well-regulated brain helps to keep the rest of the body in good health. Healthy lungs and good breathing afford a supply of pure blood to the brain. Emotion and excitement disturb breathing; the movements of the chest become quick but shallow, and the circulation is impeded; careful training may render the child less emotional, and less liable to this cause of brain disturbance. Food and a good digestion are necessary to produce a proper quality of the blood. Good digestion is promoted by a proper mental control of the brain, regulated in all good habits. Nervous dyspepsia may sometimes be prevented or removed by regulation of work, together with punctuality as to sleep.—*Francis Warner, M. D., in "The Nervous System of the Child."*

Not all stupid answers to examination questions are given in the United States. In England, where education is still conducted on the old-fashioned lines, a writer has been collecting some of the examination blunders.

Here are one or two answers taken from examination papers of boys in the great English public schools corresponding to our best academies:

"The tides are a fight between the earth and the moon. All water tends toward the moon, because there is no water in the moon, and nature abhors a vacuum. Gravitation at the earth keeps the water from rising all the way to the moon. I forgot whether the sun joins in this fight."

"A vacuum is nothing shut up in a box. They have a way of pumping out the air. When all the air and everything else is shut out, naturally they are able to shut in nothing, where the air was before."

"The barometer was invented by Sir Geoffrey Kneller. He had found in Holland by looking through glass at the end of a pipe that things looked upside down."

"Molasses are the mules and small donkeys used to carry provisions up the Andes of California."

CAN publishers collect pay for periodicals sent after expiration of subscription?

It depends on the particular case. If the announced practice of the periodical is to discontinue subscriptions at the end of the term paid for there can be no just claim if the periodical is continued thereafter. If it is understood that the paper is not to be stopped at the end of the term paid for but is to be continued until ordered stopped, then the debt is a just one. There is no special law on the subject, notwithstanding some unscrupulous publishers insist that there is. A periodical is like any other merchandise. If you order a milkman to leave milk at your house and he continues to leave it after the date paid for and you continue to accept the milk and use it, then the law presumes that you intend to pay for it and will hold you. If you refuse the milk and the milkman insists on leaving it and then attempts to collect pay, you are in no sense bound to pay unless you have used the milk. The common law principle is that whoever accepts a benefit of this kind intends to pay for it, and the law will hold him on the implied contract even if there is no express contract.—*Pathfinder*.

It is related that when General Harrison was running for the presidency he stopped at the old Washington House in Chester, Pennsylvania, for dinner. After dinner was served, it was noticed that the General pledged his toast in water, and one of the gentlemen from New York, in offering, said: "General, will you not favor me by drinking a glass of wine?" The General refused in a very gentlemanly manner. Again he was urged to join in a glass of wine. This was too much. He rose from the table, his tall form erect, and in the most dignified manner replied: "Gentlemen, I have refused twice to partake of the wine-cup. That should have been sufficient. Though you press the cup to my lips, not a drop shall pass the portals. I made a resolve when I started in life that I would avoid strong drink, and I have never broken it. I am one of a class of seventeen young men who graduated, and the other sixteen fill drunkards' graves—all through the pernicious habit of wine drinking. I owe all my health, happiness and prosperity to that resolution. Will you urge me now?" Such temperance preaching always tells. Probably few know what a temperance president

the people of this country had during the few days General Harrison filled the chair of State.—*Penn. School Journal*.

THIS is a dangerous habit, especially for girls. If any girl is found habitually resting her weight upon one foot, say the right, have her stand erect with back toward you. Look close and you will find:

1. The right hip higher than the left.
2. The left shoulder higher than the right.
3. The right side of the body shorter than the left.
4. The spine curved laterally.

These departures from symmetry and balance are not merely ungraceful postures; they are accompanied by internal abnormalities. It would be bad enough if only the shoulders were tipped sideways, producing a probable malformation of the lungs. But the great bony cup of the pelvis is also tipped sideways, and in the opposite direction. This throws the delicate pelvic organs to one side and out of place. Hence arises directly no small part of the sufferings endured in after years when the girl has become a woman. Let no teacher or parent fail to combat at every opportunity the formation of the habit of standing on one foot. Unless the law of gravity fails this posture is certain to do harm. Better give the chronic cases into the hands of a good teacher of physical culture *now* than into the hands of a surgeon ten years hence.

IN his life of Arnold of Rugby, Dean Stanley speaks thus of his system of teaching:—

"His whole method was founded on the principle of awakening the intellect of each individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information, except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were short as possible—enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, and to disclose to them the exact boundaries of what they knew or did not know. With

regard to younger boys, he said: 'It is a great mistake to think that they can understand all they learn; for God has ordered that, in youth, the memory should act vigorously,—independent of the understanding,—whereas a man cannot usually recollect a thing unless he understands it.' But, in proportion to their advance in school, he tried to cultivate in them a habit not only of collecting facts, but of understanding the principles underlying their facts. 'You come here,' he said, 'not to read, but to learn how to read.'"

AN incompetent or machine teacher cannot be described. The imagination cannot picture the evil results that follow his example and his methods. He mistakes cramming for training. The impressions which are made on the mind of the pupil ever remain raw material. His methods do not require assimilation or expression. Cramming means intellectual death; training means intellectual life. Mental training, methodical, persistent training ends in habit. Habit is the life or death of the soul. Only men and women of culture, conviction and courage should be licensed to teach school. The success of a school depends on the fitness and purpose of the teacher. The teacher is as much a special creation as the poet. No amount of pedagogical lore and professional training can make good the deficiencies of nature. The teacher is the school.

The essence of a good school is in the teacher. It is not in the course of study, nor in the fine school house, nor in the large library; it is in the teacher, in his method, in his personal adaptation to the work of instruction, in his enthusiasm, in his ideals, and his personal worth. A school is the center of power only when it is in charge of a competent teacher. A teacher can do his duty to his pupils only when he feels that he was chosen, not on account of his politics, his religion or his relationship to the school, but on account of his qualifications and natural fitness.—*Exchange*.

IN an address on the subject of "Teaching English," delivered before the Ithaca high school, Prof. James Morgan Hart, of Cornell University, asked:

"Is it worth while then to learn to write? All high school pupils either go to some

higher institution of learning which will demand of them at entrance the ability to write; or they go into the world at large to take positions of trust and responsibility; they go into business, into banking, or trading, or manufacturing, or railroad-ing. In every position of life they will be expected at all times to be able to state in writing what they know and what they think. They will be called upon to write letters, letters to friends, letters of business, business reports of every conceivable nature. The man or the woman who is unable to write a clearly readable letter or report will always be an object of doubt. The outside public, fathers, mothers and tax payers, when they see that graduates of a high school are unable to express themselves coherently on paper will ask themselves what is the good of the high schools. A father will say about his son, 'The boy is away from home, he writes to his mother or to me, and undertakes to tell us where he is and where he has been, but really what he writes is mere rubbish; he cannot spell, punctuate or paragraph. Why cannot the high school teach him that?' The matter being thus, the pupils of any high school will now be in the position to answer, 'Is the high school doing all for you that it ought to do?'

We notice in a late language work the statement that we "should never use like before the subject of a clause." How about these:

She sings like an angel (sings).

He runs like a deer (runs).

The Assyrian came down like a wolf on the fold.

In none of these could as be used correctly for like.

Hundreds of additional sentences might be given to illustrate the fallacy that "like" is always followed by an objective.

When like is used to compare actions, it is a conjunctive adverb, connecting two sentences, and is followed by the nominative form; as—

He runs like a deer (runs).

He speaks like a father (speaks).

To say "He speaks as his father" is ambiguous; to say "He speaks like unto his father" is nonsense.—*Ed. News*.

The above foolishness would not be worth notice were it not copied approvingly by so many of our exchanges. In each of

the above instances like is simply an adverb of manner modified by an adverbial objective. To show the fallacy of supposing father, for instance, to be in the nominative case, we have only to extend the sentence: He speaks like his father and walks like him. Were father in the nominative case we would need to say: and walks like he, which would be absurd.—*School Education*.

ABOUT a century ago there was published in England a school book designed upon a novel plan, intended to teach arithmetic and convey miscellaneous information at the same time. For example, this was one of the problems in "division:" "Such was the charitable disposition of Alfred the Great, a native of Wantage, that when reduced to his last loaf of bread he divided it with a mendicant pilgrim. If as many quatern loaves as there are inches in a foot cost eight shillings and sixpence, what is that a loaf?" Here is one under "Promiscuous Questions:" "Correggio, so called from Cerreggio, a town near Modena, in the north of Italy, was a most extraordinary painter. He spent the greater part of his life at Parma, and died, much lamented, in 1534, at the premature age of forty. The cause of his death was a little singular. Going to receive fifty crowns for a piece that he had done, he was paid it in a sort of copper money. This was a great weight, and he had twelve miles to carry it in the midst of summer. He was overheated and fatigued; in which condition indiscreetly drinking cold water, he brought on a pleurisy, which put an end to his life. His 'La Notte' (the Night), in the Dresden gallery, is esteemed one of the finest pictures in the world. The subject of this exquisite picture is the Adoration of the Shepherds. Valuing the crowns at four shillings and ninepence farthing each, what is the amount?" Here it is seen that the young lady of the early century in being taught arithmetic was taught also—to look no further than the question—something of geography, something of art history, something of chronology, something of foreign coinage, something of hygiene, something of Italian. An anecdote was thrown in to satisfy her love of story; and if she had some "tact for the ludicrous," the sudden putting of the promiscuous question would delight her.—*Penn. School Journal*.

AN article in a recent number of *The Monist* entitled, "A Few Hints on the Treatment of Children," written by Dr. Paul Carus, its able editor, is quite original. For instance, the opening sentences are as follows: "If you have a child whom you want to perform a certain act on its own account, but not at your request, you need only tell him, 'Do not do it,' and he will be sure to do it. Hence the lesson: don't say 'don't' to your children; do not forbid. If you do not want the baby to walk down stairs because he will hurt himself, and is liable to fall, let him try, and let him by his own experience find that he runs risk in going down." Of course, experience is an excellent teacher, no better, but we imagine that most mothers will hesitate before attempting so heroic a mode of teaching a baby experience. Solomon's well-worn precept, "Spare the rod and spoil the child," does not, by any means, fit in with the author's ideas, whose opinions on the matter are as follows: "You must make them, as far as possible, feel the evil results of their actions, and the insight into the causation of good and evil will exercise a better and more educational influence than the fear of the rod or the sting of bitter reproaches. The child will be an echo of your behavior. . .

Direct and divert, but do not suppress. Deal with children as you would with insane persons." With regard to punishment of bad children, although we believe that many parents punish injudiciously, and thus do more harm than good, yet we cannot but think that a little wholesome castigation at times will effect its purpose. Still there is much to ponder over in Dr. Carus' remarks, and the article is well worth a study.

CONSIDER the effects of a well-toned *motor apparatus*, nervous and muscular, on our general personal self-consciousness, the sense of elasticity and efficiency that results. They tell us that in Norway the life of the women has lately been entirely revolutionized by the new order of muscular feelings, with which the use of the *ski*, or long snowshoes, as a sport for both sexes, has made the women acquainted. Fifteen years ago the Norwegian women were even more than the woman of the other lands votaries of the old-fashioned ideal of femininity, the "domestic angel," the "gentle and refining influence" sort of thing. Now these sedentary fireside tabby cats of Norway have

been trained, they say, by the snow shoes, into lithe and audacious creatures, for whom no night is too dark or height too giddy, and who are not only saying good-bye to the traditional feminine pallor and delicacy of constitution, but actually taking the lead in every educational and social reform. I cannot but think that the tennis and tramping and skating habits and the bicycle craze, which are so rapidly extending among our dear sisters and daughters in this country, are going also to lead to a sounder and heartier moral tone, which will send its tonic breath through all our American life.

I hope that here in America more and more of the ideal of the well and the trained and vigorous body will be maintained neck and neck with that of the well-trained and vigorous mind as the two co-equal halves of the higher education for men and women alike. The strength of the British empire lies in the strength of character of the individual Englishman, taken all alone by himself. And that strength, I am persuaded, is perennially nourished and kept up by nothing so much as by their national worship, in which all classes meet, of athletic out-door sport.—*Prof. Wm. James in "The Gospel of Relaxation."*

WHAT do you do with a boy who answers your question by saying, "I know it, but I can't tell it?" What does the boy mean? Have you as a teacher ever thought about it? Did you know, that boy is unconsciously confessing to you a need which you can and should supply? All grades and ages of students from the little fellow up to the man in college use the sentence.

It seems to me he means one of two things: either he has not sufficient vocabulary to express his ideas, or he has not a clear cut idea on the subject. Is it a matter of temperament? If so, is it so serious a matter that repeated attempts to state one's knowledge will not overcome the natural diffidence? I have much sympathy for the timid student, for I believe that his trouble comes from a lack of confidence in his own ability, or more frequently from a realization of his own hazy conceptions and consequent dread to present them to his teacher. It is not lack of power to grasp the problem for the moment the fellow student states it he says, "That was what I meant." He can comprehend it after some one else has

thought it into order and told it. I hold it is part of the teacher's business in any grade, but especially from the intermediate up, to lead the pupil to think out and put into words what he has a clouded knowledge of.

If the answer "I know but can't tell" should come to me from a savage, or from a child before his vocabulary is more than started, or from a foreigner in the same condition as to the English vocabulary I should give it credence, for I am convinced that the condition of mind implied by the statement is primitive. It belongs to an early state of culture and disappears in proportion as the individual broadens his culture. It may do for children but should pass out of use in youth and manhood.

This cloudiness of mind is fostered by neglect of training in telling, and by the indulgence of a tendency common with many students to lodge an idea in the mind and never think it thru to make it his own.—*Intelligence*.

THE bible in abbreviated or complete form will not be read in the Chicago schools. A report which passed the school management committee reading "that 'Readings from the Bible Selected for Public Schools,' be added to the list of supplementary reading, and whenever read in the public schools to be read without comment," did not find enough signatures to bring it before the board. It was presented as a minority report by Mr. Dawes, signed by himself and Messrs. Cameron and Loesch. Mr. Dawes made a speech in support of the measure while Mr. Keating opposed it. The measure was defeated by a vote of 13 to 6.—*Chicago School Weekly*.

And yet people lift up their hands in indignant protest when some one has courage to pronounce the public schools "godless!" We are told that the purpose of education is to fit the individual for living the completest, fullest and happiest life possible; yet the Bible, the source of the only real knowledge we have as to the meaning, purpose and use of life, the book by whose light only can we read a meaning into human existence and find in the mystery of being a potency and a promise of better and higher things, the book that furnishes us the only basis of ethics that is not self-destructive and the only morality that can withstand the strain of the strenuous life

of modern civilization—we must teach the children "the way of life," and yet, forsooth, we must keep from them as far as we can the only book that points it out!

It is not without its significance that the *Chicago School Weekly*, in commenting on and endorsing the action of the committee, spells the Bible with a lower case "b!"

The writer is no sectarian; he does not, perhaps, read his Bible as much as he should, nor follow its teachings as closely as he ought; but he would infinitely rather his children should know this Book and it only, than to be learned in all the wisdom of the world and be ignorant of this one immeasurably greatest and grandest and best of all books.—*Florida School Exponent*.

THE public schools are not doing a tithe of what they should do to give our boys and girls refined and beautiful manners. I say it strongly, for on this point I feel deeply the lack of training in the schools. And what is more, I thank no teacher for telling my child pagan fairy tales. Paganism has gone through human filth and degradation. No class of stories needs greater winnowing than these myths from the Greek and Hindu writings. It is not necessary to go through this to reach the beautiful and elevating.—*Dr. E. E. White*.

We are glad to have the support of so high an authority in our condemnation of the "myth" fad. Dr. White stands for all that is soundest, sanest and best, for all that is highest and purest, in education, and to the utterances of no man in America is there due profounder respect or more thoughtful consideration. We commend the above to our readers.—*Florida School Exponent*.

"SCHOOL is going along so well. I got Willie transferred and Claude has dropped out entirely. Those boys were the worry of my life, and I hardly dared dream of being so fortunate as to get rid of both of them." This is a remark of a primary teacher.

If child study does nothing else for the rank and file of teachers other than to make them feel that dull and bad children are problems to be studied and solved, it will do a great work for the common schools. Dull and bad children are looked upon as only desirable in being gotten rid of. They

frequently receive little or no attention except in a fault-finding way; there is no sympathy whatever between them and the teacher; they never receive a word of encouragement.

This kind of work needs no printed slips or syllabi; it needs no course at Clark University with Dr. Hall. But it does require a genuine love for children, an open mind, a willingness to take special pains and patience for results.

A certain teacher who had studied a particular bad boy, from every conceivable standpoint, finally found the cause of his apparent wickedness. He had been especially annoying all day, and at the close of the school the teacher sat down by him and said, "John, what is the trouble anyway? Why is it you find it so hard to behave in school?" Poor John, in a burst of confidence, blurted out, "It's cōs I'm so derved hungry." Then the teacher knew that John's reformation must begin in his stomach.—*Exchange*.

BAY OF FUNDY TIDES

THE following correction of text-book and newspaper errors in reference to the Bay of Fundy tides is issued by the Tidal Survey Department of Marine, Ottawa:

In the Bay of Fundy the height of the tide, while quite exceptional, has been much exaggerated. From careful measurements made daily for four months by the engineers of the Chignecto Ship Railway, the extreme range in Cumberland Basin at the head of the bay was 49 feet, and the average spring range was 42.21 feet. From the lowest level of low water then observed to the level of the highest tide ever known, which flooded the country in October, 1869, during a severe storm, the greatest range in Cumberland basin is 53 feet. At Noel Bay, near the head of the other arm of the Bay of Fundy, the range of ordinary spring tides, as stated in the admiralty charts, is 50½ feet.



ULYSSES AND DOG ARGUS

FOR THE SCHOOL ROOM

HISTORY STORIES IN FOURTH, FIFTH AND SIXTH GRADES

LET it be assumed that we have found out what parts of American biography and history are best suited to instruct and stimulate children in these grades. We are to consider next in what manner the children may best get at and appreciate these stories. Would it be possible to leave them entirely to the home and extra school occupations of the pupils? Are they likely without school aid to find the choicest episodes in our history, and, having found them, will they, unaided, get into the life and spirit of the men about whom they read? Or, again, supposing that these materials are furnished to children in supplementary readers, or even in school histories, to be learned and recited, can we count upon the right kind of results? First, there are very few books touching American biography or history which can be easily read by the children of the fourth and fifth grades. Their average reading capacity is considerably limited. They can understand many things presented to them orally which they would appropriate with difficulty in a printed form. Their power to think, reason and understand is much greater than their readiness to grasp thought from the printed page. It is certainly desirable to induce children to read biography and history and to cultivate a taste for them as soon as they have the ability and inclination. But average children do not drink much from this fountain unless they have acquired some taste for its waters. The oral treatment of these stories, when the personal interest, energy and skill of the teacher give the facts and scenes an almost real and tangible form—this oral treatment is the thing and the only thing to give a child the best start in historical study. There are doubtless a few bright children in every school who will browse for themselves if only the suitable books are put before them. But even these brighter minds are apt to become slovenly readers if left without training in the power to realize and objectify the things read. We have in mind, however, not the exceptional few but the great body of school children, and we wish to determine what history can do to strengthen their characters and stir up vigorous thought.

A story becomes more graphic, interesting, realistic in the hands of a good teacher. Not only are his descriptions more animated, picturesque, colloquial, adapting themselves to the faces, moods and varied thoughts and suggestions of the pupils, but there can be a discussion of causes by pupils and teacher, a weighing of possibilities, a use of the blackboard for graphic drawing or diagram, a variety of homely illustrations, an appeal to the children's previous experience and reading, such as is impossible in the mere memorizing of a book.

No author, however talented, or fertile in language, can supply what the interest, resources and skill of a good teacher bring to the recitation. Any doubts on the part of the pupils can be solved, any misconceptions corrected, when the pupils take up the oral productions of the stories.

Where geography is involved, maps and sketches can be discussed in such a vivid and casual way as to make the situation and the difficulties clear to the eye. Where persons and scenes are presented, pictures may often greatly aid the verbal descriptions. Comparisons with home objects, in regard to size or resemblance in form, give greater precision and reality to the thought products.

In history the oral presentation largely takes the place of the object in natural scenic studies. We desire to draw so near to historical persons, scenes or occasions as to stand in their presence, to so exercise the imagination as to become the eye witness of the facts. It is impossible to reproduce history exact through the imagination.

When a person has read a play of Shakespeare under the suggestion and stimulus of a thoughtful admirer of the great poet, he will read all other plays with improved judgment and appreciation. When a child has learned how to interpret one history story through the aid of an enthusiastic teacher he will read other history stories with better understanding. A course of oral lessons in a series of American history episodes and biographies is a preparation for a later study of history in a double sense. A keen and abiding interest is awakened in a few of our staunchest men. A deeper and more practical realization of

the difficulties and hardships of these men and of their physical environment is secured. If we are to realize the significance of history and of men's conduct as there expressed, we must see and feel their dangers, trials and physical limitations. The simple memorizing of facts and descriptions from text-books manifestly fall far short of true history study. How far a good teacher may supplement, criticize and energize the facts of a text-book so as to give them actuality may be fairly asked. But even before any text-book is or can be used, we may get at the soul of the matter through a direct personal presentation of stories by the teacher and, in the midst of a running fire of questions, suggestion and reasoning find causes which both stimulate interest and thought, and give a strong tone of reality to the events discussed.—C. A. McMurray in *Intelligence*.

THE MYTH OF HIAWATHA

The poem of Hiawatha is founded, as Longfellow explained, upon an Indian tradition. The belief was that a being of miraculous birth had been sent among the Indians to clear their rivers and forests and fishing grounds, and to teach them the arts of peace. Among different tribes of Indians he was known by different names. Longfellow chose that of Hiawatha, which seems to mean the "Great White Hare of Heaven." Into the poem the author wove other legends for which he was indebted to Dr. Henry R. Schoolcraft, whose book, "The Myth of Hiawatha," is studied by those interested in Indian folk-lore.

The scene of Longfellow's poem is laid among the Ojibways on the southern shore of Lake Superior, in the region between the Pictured Rocks and Grand Sable. The birthplace of Hiawatha is located in the neighborhood of Mackinac. The story tells of the coming of a messenger from the Great Spirit to the Red Men, and of his presence among them. Hiawatha, the promised one, was a type whose character and achievements were the height of Indian ideals.

We are told in the poem how Gitche Manito, the Great Spirit, called the tribes of men together to announce the coming of the promised emancipator. The Great Spirit, the mighty, the master of life, descended on the Mountains of the Prairie,

and on the great Red Pipestone Quarry. There he broke a fragment from the rock, formed it into a pipe head and took a long reed for a pipe-stem. He filled the pipe with the bark of the red willow. Then he smoked the calumet, the peace-pipe, and the smoke rising to the heavens was seen by the tribes, who gathered together from all quarters. After making this announcement, the Great Spirit vanished in the smoke of the peace-pipe, and was seen no more.

The promised one was to appear on earth supernaturally, was to live among the Indians as one of themselves, was to be their teacher and exemplar and leader. His birth came about as had been foretold, and, in this wise:

The spouse of the Moon, Nokomis, had a rival in the realm of the sky, who, by a trick, caused Nokomis to fall from the heavens to the earth below. On earth was born the daughter of the Moon, whom Nokomis called Wenonah. As the daughter came to years of maidenhood Nokomis warned her against the wiles of Mudjekeewis, the West Wind. Warning was of no avail, for Mudjekeewis saw and fell in love with Wenonah. But he soon deserted her, and alone and in sorrow Wenonah brought forth Hiawatha and died. The child was brought up by his grandmother, Nokomis, once the beautiful wife of the Moon.

The wrinkled old Nokomis nursed the child of supernatural parentage, and when he became old enough she intrusted his education in the manly and mystic arts to Iagoo, the boastful Indian. We know little more of Hiawatha's early years than that he "grew." He was taught to string, bend and shoot the bow. He was a wrestler without a peer. He learned wisdom from the old men, and became skilled in woodcraft. He called the things of the forest by name, either plant or animal. He knew the signs in the heavens, and watched them with awe and trembling. Afterwards he invented the birch canoe, and picture writing, painting wonderful and mystic figures, each with its particular meaning and message, on the smooth birch bark. He cleared pathways in the forests that never had been penetrated before, and made passages in the sluggish waters through obstructions that never had been touched by his forest companions.

He could change his shape at will, and

was provided with magic mittens and moccasins. With the mittens he smote rocks into powder; and with the moccasins he traveled a mile at every stride.

Mudjekeewis, Hiawatha's father, was a personage of desperate valor who had stolen the wampum belt from the Great Bear, and, in consequence, had been made the West Wind with dominion over all the winds of heaven. One part of the poem describes Hiawatha's attempted revenge upon his father. Reaching manhood, Hiawatha was filled with the desire to seek Mudjekeewis, and avenge the untimely death and the desertion of his mother, Wenonah. He traveled to the kingdom of the West Wind and met his father. They engaged in a desperate struggle, but Mudjekeewis lived a charmed life and taking advantage of a lull in the struggle, he so informed his son. Hiawatha then gave up the hopeless struggle and, taking advice of his father, turned his steps homeward to attempt more possible things.

He hunts the wild animals as he goes, and pays a visit to the lodge of the Arrow-maker in the land of the Dakotahs, where he discovers the lovely Minnehaha, with whom he falls in love. He continues his journey, but returns to marry her and take her to his wigwam. He receives the homage due to a great warrior, and in time becomes the leader and teacher of his people.

All this and much more is told in the poem. Finally Hiawatha passes from his followers to be seen no more. But before going, he tells of his vision of the coming of the White Man, who was to supplant the people who were so slow to follow in the higher life.

The return to earth of Hiawatha is still looked for and longed for by the Red Man. The hope of his return, indeed, is kept alive by the institution of the Ghost Dance, which, in 1890, spread such a frenzy of expectation among the tribes of the West.
—Robert C. Auld in *Intelligence*.

A STUDY PROGRAM

Did you ever compare the length of time that is spent by pupils in the preparation of some sort of work with that spent in recitation?

In country schools in the primary grades especially, the ratio is almost 16 to 1! In the most favored of schools it should be

of, at least, equal length; for, at his desk the pupil acquires by his individual effort, while at recitation he proves that he acquires something and improves the acquisition.

Since so much valuable time is to be invested in study, it seems strange that so little attention is paid to what might be called a study program. A program showing the order of recitations is considered a matter of course; but on showing just what is to be done at "desk periods" is rarely found. Yet, oh so much idleness, with its train of evils, would disappear if the teacher knew each morning just what every class was expected to accomplish during study hours. In the advanced grades this is a simple matter; the pupils are to prepare for the coming recitation. But it is quite another thing with primary and intermediate grades. A spelling lesson may consist of ten words, which should be mastered in fifteen minutes; it will be an hour before the class recites; what is to fill the forty-five minutes? The teacher can not assign forty words because there are four times a quarter of an hour! She should have other work of some kind, preferably some hand work to employ the brain and fingers. The study program will help her to do this by leading her to plan for the desk periods as she does for the recitation. The study program may be kept for her own private use so that it may more readily be changed. Suppose that to-morrow a difficult subject is to be presented to one class, and it is imperative that a little more than the usual time be given them. Why not increase the amount of deskwork to be done by the other classes and so keep them employed? Or, if some interesting point in history is to be discussed, perhaps pictures shown, a story told, or a selection read pertaining to it, why not quietly assign less study work so that the other classes may have time to listen! It is undoubtedly true that where there are many grades in one room the younger children could not possibly do the required work, did they not learn so much from the recitations of the older ones.

To make a study program, rule paper as below.

Write the recitation program as usual in the column marked Recitation. In the spaces at the right jot down under each grade just what it is to do at every period when it is not reciting.

Try the study program faithfully for one month and see if you do not call it "blessed!"

RECITATION	STUDY				
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade

—Exchange.

PRIMARY GEOGRAPHY COURSE

The Massachusetts State Board of Education has issued a series of reports upon a Course of Study for Elementary Schools, one of which gives suggestions as to the relation of the several subjects, included under Geography and Elementary Science, to one another, and to the other subjects in the curriculum, and recommend that this group of studies occupy about 12 per cent of the pupil's recitation time per week, from the first to the eighth grade inclusive.

"Through the study of geography the pupils acquire a knowledge of the earth as the home of man. There are two elements, therefore of this branch of study. First, nature, in making the earth suitable for human habitation; and second, the people, in making it a place in which all the activities of life are carried on. So far as possible, the pupil's knowledge of the earth should be interpreting knowledge, or knowledge by which they may understand the relations to human life of its various features, such as climate, surface, soil, etc.

The facts acquired in nature study are closely related to the primary facts of geography; indeed, many of the facts of nature study and geography are identical. The subjects of study in these two branches should therefore be arranged in the course with reference to purposes of correlation; and where it is possible the relations should be made to appear, as, for example, the effects of running water as a topic of nature study, and the study of relief forms as a topic of geography.

The relations also of one or both of these branches to arithmetic and history should be indicated. Probably no subjects in the course will be found more serviceable for composition and drawing than these. If

these relations are not indicated in the course, opportunity at least should be afforded for abundant practice in expressing in writing or in drawing the facts acquired.

COURSES OF STUDY.

Second year.

First quarter.—Useful vegetable productions. Location of plants observed. Position and direction (general).

Second quarter.—Useful animal productions. Position, direction, distance.

Familiar bodies of land and water.

Third quarter.—Plants and parts used for food and clothing. Use of seeds to man. Forms of water. Winds, direction, and distance.

Fourth quarter.—Direction and distance applied to familiar bodies of land and water. Productions—animal and vegetable—of the town.

Third year.

First quarter.—Cardinal and semi-cardinal points. Distance continued. Details of hills, plains, valleys.

Second quarter.—Plans read showing directions and distances of familiar objects. Details of brooks and ponds. Weather record.

Third quarter.—Drawing of plans to scale. Erosive action of water. Soil formation. Land and water surface of neighborhood. Weather record.

Fourth quarter.—Surface, soil, climate and productions of town. Plan of neighborhood drawn to scale. Map of town.

Fourth year.

First quarter.—Lesson on natural divisions of land and water. Map reading of county and state.

Second quarter.—Teach with globe general features of land and water surface; also general facts of climate, productions, people, countries, cities.

Third quarter.—North America by topics. Special lessons on climate.

Fourth quarter.—United States as a whole and in sections, by topics. Teach by topics, state, and town.

A NUMBER LESSON

Time.—Fifteen minutes.

Grade.—First and second.

Object.—To teach linear measure.

Material.—A box containing ribbons of different lengths, widths, colors and quali-

ties, one yard stick for each member of the class, and also a foot ruler for each.

How to Obtain Material.—Ask the children to bring from home pieces of old ribbons. The yard sticks can be procured from a local merchant to whom they are sent as advertisements.

Advice.—Have some motherly little girl (and every school contains many of them) take charge of the washing and pressing the ribbons, so they will always teach the lesson of cleanliness. If the collection does not furnish a variety of attractive shades, use diamond dyes and make for yourself delicate blues, greens and pinks. In cutting the ribbons try to make each piece an exact fraction of a yard—the unit of measure for the lesson. If the ribbon is not cut to an exact measurement, have the children say, "A little less than an eighth of a yard; a little more than a half of a yard." Add new ribbons every week, have the others repressed often. A basket of gay colored yarns or worsted are very useful. Strips of pretty cambric or calico, or even the selvedge edges cut from dress silks, are good material.

Lesson.—The teacher holds up a piece of ribbon and Mary guesses its length in a fraction of a yard. It is then passed to Mary or some other member of the class to test with her yard stick. Many pieces are thus held up to the class and passed to the different children for them to measure to see how nearly correct the answer given was. After many answers have been given, in fractions of a yard, the lengths are then given in inches, and occasionally the measurement is in relation to the foot ruler. Sometimes the teacher takes the yard stick and does the testing herself, while all the class are watching; but usually the children perform the operations.

The variety of widths is necessary. Why? Does a half yard of inch ribbon appear to the child to be the same length as a half yard four inches wide?

The pieces should be held vertically, horizontally or slant, so the class will not get the wrong impression that horizontality is essential to the measure. The children should be asked at times to name the widths, and the colors can be taught by asking John to guess the length of a green, Sarah to tell the color of the ribbon the teacher is testing, or for one to find a yellow ribbon longer than the blue.

The class learns, by judging and afterward testing, the parts of a yard in fractions, as 1-3, 1-6, 5-12, 7-8, 1 1-3 yards. Then the parts in inches, as 18, 12, 24, 30 inches. Also 1-3 of a yard=12 inches, 1-4 of a yard=9 inches, $\frac{1}{4}$ of a yard= $\frac{3}{4}$ of a foot, $1\frac{1}{2}$ yards= $4\frac{1}{2}$ feet.

If following the Speer method, the ratio of different ribbons as to length only is given, many combinations and a variety of work can be given.

Make up examples, as: "If this piece of ribbon (holding up $\frac{1}{2}$ yard) is enough to tie a bow on one of Laura's braids, how much will she have to buy for a bow on the other braid? How much for both braids is needed? Laura loses one ribbon and can match the one she has left, how much money must she pay to the clerk if the ribbon is 25 cents a yard? 15 cents a yard? 30 cents a yard?"

Taking a piece of baby ribbon, make examples to suit the use of it to decorate the articles they are preparing for Christmas presents or for trimming summer dresses.

Have some boy select from the box a ribbon long enough to loop back a window drapery. While he holds it up, ask some one the width, color and length. Then test the answer. "How much ribbon will it take to loop back two curtains? Three curtains? The curtains for a bedroom that has three windows and two draperies to each window? Find the cost of the ribbon for one curtain, one window, for the room, at 40 cents a yard, 15 cents a yard, 35 cents a yard, 60 cents a yard."

Points Remembered.—The parts of a yard, by constant use of yard stick: 3 feet = 1 yard, 12 inches = 1 foot, 18 inches = $\frac{3}{2}$ yard, 24 inches = $\frac{2}{3}$ of a yard, etc. Ratio of 1 foot to 1 yard, $1\frac{1}{2}$ feet to 1 yard, 30 inches to 1 yard, etc.—*School Education*.

THE SUPERSTITIOUS FEAR OF SHARP TOOLS

ONCE upon a time there was a carpenter who had studied the most approved normal school methods of instruction. He had an apprentice, and he decided that this young man should have all the benefits of scientific pedagogy. To be a good carpenter, he reasoned, strength and skill are of prime importance. Sharp tools diminish toil. A multiplicity of tools simplify it. Less skill

is then necessary. Hence few and poor tools and poor directions will "throw the pupil on his own resources," and develop skill and strength by the bushful. So he allowed his pupil but one tool—a dull hatchet, and told him to use the back for chopping, and the edge for driving nails. The best product, to be sure, from the hands of that apprentice, was not even a respectable pig-pen; "but then," said the master, "just look what a training he gets! Another year with the dull hatchet, and there will not be another carpenter in the wide world that can hold a candle to him."

When applied to muscles, this is very palpable fooling; but when it comes to mental training, this is the accepted doctrine, though happily not carried out consistently, for then all teachers and texts would have to be abolished and *L. O.*, the poor Indian, would have the best educational advantages in the world, for he is untrammelled by any educational copies in his "independent" thinking. In opposition to this view, your heretic wishes to propose:

Make every subject as plain, transparent and easy as you possibly can.

Tell your pupils in the simplest, shortest,

and swiftest way everything that can be told them of the subjects you teach.

Let your pupils use every "pony" key, book of answers, annotation, simplification, and aid that they can come across; and let them get all the help they can from parents, fellow pupils, private tutors, and other teachers.

But be sure that after all this, the pupil really does get into possession of the thought in question. When he recites let him recite "on his own hook" entirely. Don't allow him to bring the problem worked out on a slip of paper to the school room there to transcribe it to the black-board. Don't allow him to have a text in his hand while solving a problem at the recitation. The recitation should be a test of assimilation. Hence all prompting by the teacher is a piece of dishonesty. Likewise, in translating Latin, every note or pencil-mark in the book used at recitation. Let the recitation test whether the pupil really has made the thought of the lesson his very own. This is the vital question. As to how he got the thought the only rule is: the cheaper the better.—*School Education.*



Monument to William Tell, Altorf. From "Stepping Stones to Literature," a Reader for Sixth Grades. Copyright, 1897, by Silver, Burdett & Company.

RURAL SCHOOLS

COUNTY GEOGRAPHY

I. INTRODUCTORY

1. Points of Compass.
2. School Grounds.

II. THE SCHOOL DISTRICT

1. General Idea.—Location of school district with respect to surrounding land or water, streams, railroads, and highways. Teach the boundaries of the district, their direction, and the distance of each side from the schoolhouse.

2. Highways and Water Courses.—Study the railroads, public roads, streams of water, conduits and reservoirs, in the district. Teach their utility to the public.

3. Buildings and Distances.—Locate all churches, public halls, stores, post-offices, wagon shops, blacksmith shops, railroad stations, steamboat docks, boat landings, pumping stations, and the homes of the children, and teach the distances of these from the schoolhouse.

4. Natural Objects.—Develop and drill upon the meaning of geographical terms which can be illustrated by something in the district, as a spring, a slope, a bay, an inlet, a hill, a river, a water-power.

5. Nature Study.—(a) Trees, shrubs, plants, and fruit grown in the district, native or otherwise. (b) Animals, wild and domestic; birds and fowls, their habits, life-history, and appearance. (c) Insects and other lower orders of life, including infusorial life. (d) Lichens and mosses found in the district. (e) Minerals, kinds and uses of same. (f) Soils, kinds, crops adopted to each, and how enriched.

6. Occupations.—Industries and occupations in the district by which the parents and friends of the children earn their living. Teach something as to the cost of living and of the various items of living expenses.

7. Productions.—Make list of things grown, produced, or manufactured in the district, with their market values, cost of production, cost of taking to market and how taken to market. Give the children some idea of the process of manufacture and illustrate by sample of the manufactured or grown products.

8. Officers and Salaries.—School district officers, their duties, compensation, and when and how elected. Teachers, how employed and their salaries. Public money, how and when distributed, and upon what basis apportioned.

III. THE TOWN

1. General Idea.—Location of the town in the county; boundaries and adjacent bodies of land and water; length of the several sides, the area of the town, and the relative amount of cultivated land and woodland.

2. Lines of Travel.—Railroads and railroad connections, county roads and town roads. Ascertain the distances of all villages from the county seat. Cost of getting produce to market; methods of maintaining town and county roads.

3. Villages and Postoffices.—Locate post-offices and villages. Distinguish between an incorporated village and one not incorporated.

4. Natural Objects.

5. Nature Study.

6. Occupations and Productions.

7. Education.—Teach the number and the location of the schoolhouses, some idea of their values, number of teachers employed in the town and the number of pupils enrolled in school; cost of maintaining the schools of the town. Secure, as far as possible, pictures of the different school buildings of the town, both old and new.

8. Government.—Lists of the town officers, when and how often elected, their duties and compensation.

IV. THE COUNTY

1. General Idea.—Position in state; towns which compose it; when made a separate county, area of the county, population of each town and of the whole county.

2. Surface.—Use clay, sand, or paper-pulp maps to show relief forms, and locate and call attention to important points.

3. Nature Study.

4. Villages and Postoffices.—Ascertain how the mail is sent and received at each office and how often.

5. Occupations and Productions.

6. Government.—Make lists of the county officers, when and how often elected, their duties and compensation. Teach something about the county offices and officers.

7. Objects of Interest.—By means of pictures and by written descriptions, get information about anything in the county

of special interest and value, either of scenery, natural formation, buildings or manufactures. Also obtain pictures of fine residences, business blocks, or other buildings, especially of school buildings and libraries.—*Commissioner James A. Cooley, Nassau Co., N. Y.*

KINDERGARTEN

BOOKS FOR USE IN MOTHERS' AND TEACHERS' MEETINGS

THE following list of books, suitable for use in mothers' and teachers' clubs, has been carefully compiled by Miss Mary Louise Butler, and will prove of interest and value to all mothers and teachers.

FROM HINTS. GROUP I.

A Study of Child Nature, \$1.00; Elizabeth Harrison.

Two Children of the Foothills, \$1.00; Elizabeth Harrison.

Children's Rights, \$1.00; Kate Douglas Wiggin.

Love and Law in Child Training, \$1.00; Emilie Poulsson.

Beckonings from Little Hands, \$1.25; Patterson Du Bois.

Conscious Motherhood, \$2.00; Emma Marwedel.

Bits of Talk About Home Matters, \$1.25; H. H.

From the Child's Standpoint, \$1.25; Florence Hull Winterburn.

Lectures to Kindergartners, \$1.00; Elizabeth Peabody.

Hints on Child Training, \$1.25; Henry Clay Trumbull.

A Mother's Ideals, \$1.00; Audrea Hofer Proudfoot.

The Children of the Future, \$1.00; Nora Archibald Smith.

Home Occupations, 75c.; Katherine Beebe.

GROUP II. (A).

Mottoes and Commentaries of Froebel's Mother-Play, \$1.50; translated by Susan E. Blow.

Songs and Music of Froebel's Mother-Play, \$1.50; arranged by Susan E. Blow.

Play, \$1.50; arranged by Susan E. Blow.

Letters to a Mother on the Philosophy of Froebel, \$1.50; Susan E. Blow.

Education of Man, \$1.50; Froebel.

Education by Development, \$1.50; Froebel.

Pedagogics of the Kindergarten, \$1.50; Froebel.

Leonard and Gertrude, (paper) 25c.; Pestalozzi.

Republic of Childhood, Vols. I., II., III., \$1.00 each; Kate Douglas Wiggin and Nora A. Smith.

Organic Education; Harriet Scott.

The Point of Contact in Teaching, 60c.; Patterson Du Bois.

The Study of the Child, \$1.25; Taylor.

Froebel's Educational Laws for All Teachers, \$1.50; James L. Hughes.

Primer of Psychology; Ladd.

Psychology of Childhood, 90c.; Tracy.

Psychology and Psychic Culture, Hal-leck.

CONCERNING THE LIFE AND WORK OF FROEBEL. (B).

Reminiscences of Froebel, \$1.50; Baroness von Marenholz Buelow.

Froebel's Letters, \$1.25; A. H. Heine-mann.

Froebel and Education by Self-Activity, \$1.00; Bowen.

Autobiography of Froebel, \$1.50; Michaelis and Moore.

The Student's Froebel, 90c.; William H. Herford.

Kindergarten and Child Culture Papers, \$3.50; Henry Barnard.

Educational Reformers, \$1.50; Quick.

Sketch of Froebel in Paradise of Childhood, \$2.00; Henry W. Blake.

Froebel's Letters on the Kindergarten, \$1.50; Michaelis and Moore.

Life of Froebel; Denton J. Snyder.

BOOKLETS AND LEAFLETS

Reminiscences of Froebel, 25c.; Frau Louise Froebel.

Child Study, 25c.; Mrs. J. G. Allen.

The Worth of a Child, 10c.; Malana A. Harris.

Questions for the Study of "A Study of Child Nature," 5c.; Alice Jacobs.

Handbook for Mothers, 15c.; Mary Louise Butler.

Topical Outlines for Mothers' Meetings, 10c.; Mary Louise Butler.

SCHOOL BOARDS

ROCHESTER SCHOOL BOARD'S DEFENSE OF HALF-DAY SESSIONS

THE board of education of the city of Rochester, for answer to the petition of Frank Doehler, respectively states as follows:

"Said board admits that the persons constituting the board of education of the city of Rochester are correctly named in said petition, that said persons have been at all times since January 1, 1900, duly qualified and acting as members of said board; and that on or about the 7th day of May, 1900, at a regular session of the said board of education, the resolution set forth in the petition was duly presented and adopted by said board, and that in pursuance of said resolution, the said board instructed each principal in each public school in said city to require the attendance of all first-grade pupils in said public schools during, and only during, the hours of instruction mentioned in said resolution, and that the principals in each and all of the public schools of the said city, pursuant to the instructions so given them by said board, have required as provided, for the attendance of first-grade pupils in their respective schools at one session only in each school day, since the opening of the public schools on September 10, 1900.

The said board of education further states that the reason for adopting the resolution and for taking the action from which the appeal is made, are as follows:

"First: The plan completes the adjustment of the length of the daily sessions to the strength and mental development of the child, the adjustment being now as follows: First half year, when the child is first subjected to the strain of regular school life, two hours daily; second half year, two and one-half hours; second and third years, four hours; fourth and following years, five hours. The only change made by the

resolution complained of is in the first year as indicated above.

"Second: The change very greatly improves the physical conditions under which the work of teacher and pupils is carried on. Formerly from forty to seventy of the youngest children were confined for four hours. The air, under the best systems of ventilation, was bad, and in the poorly ventilated rooms it was injurious and offensive to the last degree. Under the changed conditions, in very few cases are there over twenty-five pupils in one room and in many cases less than that number.

"Third: The change increases very greatly the efficiency of instruction. The teacher is fresher and more vigorous on account of the great improvement in physical conditions, and on account of the relief afforded by a change to fresh and responsive children for the afternoon. The pupil receives far more individual attention, and backward pupils can be helped by reason of the smaller number. Better classification is secured by the separation of beginners from those more advanced, the beginners having a two-hour session during the first half year, and then being classed as advanced, they have a two and a half hour session during the second half year of their school life.

Under the previous arrangement it was frequently necessary to assign two teachers to one room on account of the large number of children. Great distraction and confusion resulted to both teachers and pupils from the attempt of such teachers to carry on work simultaneously; so much so that teachers frequently preferred to take the work alone, rather than be subjected to such confusion. This cause of inefficiency is completely removed.

"Fourth: The plan makes no discrimina-

tion whatever between children of the same development, giving them all exactly the same hours of instruction. Moreover, the aggregate hours of instruction for the whole period of compulsory attendance are the same for all children.

"Fifth: The plan was not intended to secure, nor has it actually resulted in any material economy in the teaching force. In the entire force of teachers for the primary grades, there are not more than a dozen less teachers than there were one year ago. The dominant consideration was an improvement of physical condition and an increase of efficiency of instruction.

"Sixth: The plan has very largely contributed to abolish the unsuitable and unhealthful annexes complained of by the state department by increasing the efficiency of the building plant, and the granting of this petition would compel the board to resort to annexes in several schools.

"Seventh: The petitioners do not allege that the course of study prescribed for the first-grade children is defective or inadequate or fails to provide all the instruction that they are able to assimilate; nor do they show that the hours of instruction prescribed are in any way inadequate to the completion of the course of study. They petition that their children shall be allowed to sit in the school room other hours than those prescribed. We respectfully urge that their children are better instructed than they would be if teachers had to discipline and instruct double the number during longer hours, and hence they are better instructed than they would be if the petition were granted. The sole advantage to the parent would be relief from the care of the child during certain hours. This relief we submit the taxpayer ought not to be compelled to afford after he has provided adequate instruction.

"Eighth: The plan was tested experimentally in certain schools during the previous year, notably in No. 12, one of the largest schools in the city. The uniform testimony of principal, teacher and parents, so far as it has come to the knowledge of this board, is entirely favorable to the plan as increasing the inefficiency of instruction and better for the child physically. We could also cite the experience of Syracuse, where substantially the same plan has been in operation for twenty-four years, and where, according to the testimony of Super-

intendent Blodgett, it is unanimously indorsed by the superintendent, principals and teachers, and approved by the public generally.

"Ninth: The petitioners make their appeal before any fair or adequate trial of the plan with their children is possible, it having been in full working operation about three weeks when their petition is made. We submit herewith the affidavits of patrons who approve of the plan, selected, not almost exclusively from a single school, as in the case of the petitioners, but from several schools in different parts of the city, and especially from No. 18, where the plan had a half year's trial.

"Further answering, the said board of education denies that the said resolution or the operation of the plan thereby established constitutes any violation of any provision of chapter 660 of the laws of 1896, or of any provision of the compulsory education law, or of any law of the state of New York; and the said board alleges that the said resolution and the plan thereby established was and is a valid exercise of the authority conferred upon said board by the laws of the state of New York, and that as the members of the said board verily believe, the operation of said plan is essential to the best interest of the pupils of the public schools of the city of Rochester, and that the said plan was based entirely upon a belief on the part of the members of said board who have verified this answer, that the operation of such plan was and is beneficial to the pupils in the first grades of the public schools of the city, not only during the time such pupils remain in the first grades of such schools, but during their attendance in subsequent years in higher grades of instruction."

FACING THE FUTURE

Is the road very dreary?

Patience yet!

Rest will be sweeter if thou art a-weary,

And after night cometh the morning cheery—

Just bide a wee and dinna fret!

The clouds have silver lining,

Don't forget!

And though he's hidden, still the sun is shining,

Courage instead of tears and vain repining,

Just bide a wee and dinna fret!

—Anna Shippen.

EDITORIALS

To be in line we offer our twentieth century greetings to our readers.

* * *

THE National Educational Association will meet at Detroit in July next.

* * *

THE abolition of the plan of paying for work done in high schools and academies according to results obtained on Regents' examinations, effected by Secretary Parsons, soon after his being appointed in charge of the work of the University of the State of New York, is meeting with very general approval throughout the state. Public opinion on educational matters is not always sound for educational interests; that it indorses such a wise step as Mr. Parsons took in this case is a good thing.

* * *

THE Holiday Conferences at Syracuse were attended by large numbers and the usual hotel lobby greetings and chats were as enjoyable and profitable as ever. The discussions of the Academic Meeting were said to be a little tamer than usual, while those at the recently organized Conference of Training Schools and Classes were naturally snappy and animated because of the freshness of the subjects discussed.

The action of the Syracuse School Masters' Club, in dining their visiting co-laborers was a most successful undertaking and was highly appreciated by all who enjoyed their hospitality.

For the first time in the several years we have attended these meetings it was observed that some of those in attendance were not as careful in their conduct as they should be. Perhaps it is to be wondered that nothing of the kind ever occurred before, considering how many men gather there at holiday time. Nevertheless it should never occur again. Men who cannot attend a two days' educational session without forgetting themselves have no business as principals, or as teachers either, for that matter.

WE wrote at some length in our January issue on the changes proposed in educational affairs in New York City by the Charter Revision Committee.¹ We are not sufficiently conversant with all local conditions there to express a worthwhile opinion on the various details affecting the nature and character of the various borough boards, trustees, etc., but there are two propositions on which we feel perfectly sure of our ground. These are, first, that the Davis bill should not be disturbed; and second, that the four mill special tax rate for educational purposes must, under no condition, be abolished. This works well in western states and cities. It has worked all right in New York City. Instead of being abandoned there, it ought to be made a state law. The only objection to this proposition is that in small manufacturing towns and cities, where large manufacturing plants are exempted from taxation, the amount raised by such special tax might not suffice for the excellent school systems many of those towns now maintain. But it would undoubtedly be an excellent thing for at least the first and second class cities of the State.

In the city of Albany, for example, the amount realized by such a special four mill tax rate would not have covered the school budget for the year 1900 by seven thousand dollars; it would exceed that of 1901 by nine thousand dollars. This shows that it is just about the right rate. That some such uniform provision for the regular and steady maintenance of schools should be provided is evidenced by the ridiculous situation in which school boards in all cities and towns annually find themselves. These gentlemen carefully go over the probable cost of supporting schools for the ensuing year. Everybody is requested to estimate carefully and economically. Then these tentative estimates are pruned down as closely as possible. Previous estimates are looked up, and if the sum estimated exceeds them, items of unquestioned desirability are thrown out or deferred until another year in order that the budget may get through the local municipal legislature. Yet in spite of this fact, the desire for a low tax rate, by executives, and the whims and idiosyncrasies of well-meaning but unintelligent

councilmen result in the cutting down, altering and crippling of the estimate. The result is that necessities are unrelieved; the latter part of the school year repairs are delayed, supplies are entirely lacking, and the school authorities are in absolute distress, robbing Peter to pay Paul, by borrowing from one fund to help out another, in order that the schools themselves may be kept running. Instead of abolishing the special tax rate for New York City let us rather make it a general statute for the whole State.

* * *

THE ROCHESTER CASE

THE Rochester case is not the matter of the retirement of Mr. Noyes and the selection of Mr. Gilbert, whom, by the way, we welcome to New York State, at the same time expressing wonderment that he would leave his work at Newark for such an uncertain and up-hill task as he undoubtedly has at Rochester.

More important than the "ups" of Mr. Gilbert and the "downs" of Mr. Noyes is the question before State Superintendent Skinner for decision, as to the right of the Rochester School Board to arrange but one session daily for the children in the first year grade. The facts of the case are given in this issue under the head of "School Boards" in the form of a reply by the school board to the petition of two naturalized foreigners, who are the figure-heads in the effort of the reactionary element to undo this piece of educational advancement.

Briefly stated, the facts are that the new Rochester School Board, conforming to the practice in the best private schools, the normal schools, as well as a number of some of the most progressive school systems in the country, such as Syracuse in this State, decided to have but one session daily for the children in the first year grade. This enabled a large number of children to be taken care of, secured smaller classes for the teachers to instruct and relieved the little ones of the hours of idleness or the torture spent in the school room with so-called busy work while the teacher was instructing the other part of the class. Some twelve hundred and fifty pupils were affected by this arrangement, and of this entire number the parents of but forty-five made any protest. The bourbon element in the Rochester

Board, together with some of the enemies of school progress in that city, thought this a good club with which to strike at the new order of things, and two of the protesting parents were easily induced to present the petition asking for a whole day session for their children. This being denied by the Board, an appeal was made to the State Superintendent, who now has the matter under consideration.

We consider this a most important case, because the arrangement which the Rochester Board has made is the arrangement that will eventually be made in all cities and towns throughout the United States. An adverse decision by Superintendent Skinner will simply retard this progressive movement, but cannot stop it. On the contrary, his refusal to interfere with the local board will give encouragement to those municipalities desiring to join in this sane and healthful step.

As to the law in the case we have little to say. We cannot, however, see any difference between paying public moneys for kindergartens, conducted only in the morning, and normal and high schools with sessions closing at one o'clock, and paying for the attendance of little five and six year olds at one continuous session, and counting that school session as a school day in the eye of the law. We have noted the fact that in the best schools, where trained educators have the say as to the time of sessions, but one session is required in first year grades. So too, as a matter of fact, in the second and third year grades.

It was our own experience and as a matter of reading, of observation, and of inquiry, we know that such young children ought not to be required to attend a school more than half a day. We know further that they cannot profitably use any longer time than as thus provided. Our own experience shows that out of a class of fifty-six, forty-five will do all the work in this time. Our own plan was to do all the regular work with these forty-five, and have the remaining eleven to fifteen delinquents, dullards, prolonged absentees and delicate children attend the afternoon session. Thus with personal attention on the part of the teacher, their progress was immeasurably greater than when they struggled on as best they could trying to keep up with the other forty-five, making little progress themselves,

retarding the others and wearing out the teacher. Under the one session plan despite the good morning's work done with the forty-five, the teacher had more vitality for and more interest in the fifteen afternoon cases requiring individual treatment, and even left the school at the close of the day with less fatigue and with a much happier frame of mind because of the results accomplished than under the old order of things. When parents objected to their children being deprived of the afternoon session that objection was respected, and the child allowed to attend both sessions, but no special instruction was given him. Had the Rochester Board yielded to the individual objections perhaps no trouble would have arisen, but they doubtless feared that to give way in one case would be to open the flood-gates.

We do not propose to discuss the petty points that have been brought up against this plan of one session for primary children such as, that parents want them kept off the streets in the afternoon; that those who come in the afternoon are fatigued from running the streets in the morning, nor the other amusing point that we have heard made in connection with the case—that the one session necessitates *home work* (?) for the tots, because of lack of time for such work during the one session—further than to say that the school house is not designed to be a municipal *civile*; that the advantages of individual instruction more than compensate for supposed fatigue of the children who have been playing during the morning and attend in the afternoon. Nor do we emphasize the fact that in this way cities will be able to relieve almost entirely the overcrowding in primary grades. While that is an important matter, our reason for favoring the plan is, that children of that age should spend no more than three hours at the utmost in school each day; that educational experience shows that that is all the time they can profitably spend in a day on school work; that all they should be taught can be learned in that time; and that this plan affords opportunity for that individual work so necessary and yet at present impossible in our crowded first and second year grades; and last, and most important, because it affords opportunity for attention to the submerged fourth of each class, made up as it usually is of the slowly maturing, the dullard, the delicate and the nervous child.

It is interesting to note that since the case has been presented to Superintendent Skinner, Utica, at the suggestion of its experienced and progressive Superintendent, George Griffith, has followed Syracuse and Rochester in the adoption of this plan.

IN THE STATE SUPERINTENDENT'S OFFICE

The annual report of the State Department of Public Instruction shows that during the last school year the total expenditures for school purposes in this State increased \$5,368,500; that the value of school sites increased \$6,614,880; that the number of school children increased 19,574; that the number of teachers employed increased 856, and that the number of volumes in school libraries increased 1,688.

The total statistics for the State with the increases and decreases, are as follows: School districts, 11,740, decrease 4; school houses, 11,931, increase 18; value of school houses and sites, \$81,768,495, increase \$6,614,880; children of school age (5-18), 1,569,653, increase of 19,574; children attending school, some portion of the year, 1,209,574, increase 39,223; average daily attendance, 857,488, increase 8,058; aggregate days' attendance, 159,439,145, increase 3,531,525; average length of school term, 175, decrease 2; average number of days each pupil attended, 132; private schools, 944, decrease 57; children attending private schools, 163,946, increase 2,238; licensed teachers employed 160 days or more, 31,768, increase 1,269; teachers employed during some portion of the year, 34,848, increase 856, teachers licensed, 34,320; average annual salary of teachers, \$604.78, increase \$44.28; volumes in school libraries, 1,560,858, increase 16,688; expended for teachers' salaries, \$19,218,892.63, increase \$2,734,245.74; expended for buildings, sites, furniture, repairs, etc., \$8,548,643.66, increase \$2,130,727.95; expended for school libraries, \$142,158.38, increase \$458.93; total expenditures, \$33,421,491.37, increase, \$5,368,500.88.

COLLEGE GRADUATE CERTIFICATES

Superintendent Skinner has issued college graduate certificates to the following named persons: Emma Cleora Thornton, Glens Falls, Vassar College, 1897; Cornelia Augusta Meeks, Yonkers, Wesleyan University, 1897; Robert Josiah Kittingredge, Schenectady, Cornell University, 1896; Cora May Kent, Tarrytown, Smith College, 1897; Daniel Pratt, East Syracuse, Princeton University, 1894; Clara Louise Blake, Hempstead, Mt. Holyoke College, 1894; Carrie Jackson Sawyer, Canton, N. Y., St. Lawrence University, 1882; Cora E. S. Pingrey, White Plains, Wellesley College, 1897.

DECISIONS IN APPEALS

Squire M. Brown and another from proceedings taken at the annual meeting held August 7, 1900, in school district No. 9, town of Elbridge, Onondaga County, in authorizing the levy of a tax for the payment of expenses incurred by the trustees defending an action brought against them

for their official acts and authorizing a tax for \$100 for the payment of rent of certain rooms in the Munro Academy. Appeal dismissed.

Gansevort DeW. Hurlburt from proceedings of annual meeting held August 7, 1900, in school district No. 12, town of Bethlehem, Albany County, relative to the election of two trustees, clerk, treasurer and collector of such district. Appeal sustained and special meeting ordered for the election of said officers.

Thomas Nacey from proceedings of annual meeting held on August 7, 1900, in school district No. 4, Saratoga, Saratoga County, in the election of trustee. Appeal sustained as to the part taken from the election of John O'Reilly as trustee and dismissed as to all other matters.

Petition of Abraham Maze and another for the removal of Messrs. Fielder and Haring as trustees of school district No. 5, town of Orangetown, Rockland County. Petition dismissed.

Barent T. Waldron from proceedings of annual meeting held August 7, 1900, in school district No. 4, town of Coeymans, Albany County, authorizing the trustee to provide water for the school in the district. Appeal dismissed.

D. F. Willis from the proceedings of the annual election held on August 8, 1900, in union free school district No. 1, town of Carrolton, Cattaraugus County. Appeal dismissed.

John Drummond and another from proceedings of annual meeting held August 7, 1900, in school district No. 25, town of Verona, Oneida County, in reducing the number of members of the board of education from three to one. Appeal sustained.

Winfield S. Gardner from the refusal of School Commissioner McNair to alter the boundaries of union free school district No. 4, Joint, towns of Groveland and Sparta, Livingston County. Appeal dismissed.

Petition of Sherwood A. Holcomb and others for the removal of Messrs. Peck and Adsit from office as trustees of union free school district No. 3, town of Catskill, Greene County. The State Superintendent, without passing upon the question of removal of said trustees, ordered such trustees to provide the necessary equipments, qualified teachers, janitor and other employes and to open the school of the district to the pupils residing therein on or before November 7, 1900.

Amelia Hodge from order made by School Commissioner Waller, Third Commissioner District of Cattaraugus County, relating to the farm of appellant. Appeal dismissed.

Hannah Blind from proceedings of annual meeting held August 7, 1900, in school district No. 22, town of Brookhaven, Suffolk County. Appeal sustained, and special meeting ordered for the election of trustees.

Francis B. Taylor from proceedings of annual meeting held August 7, 1900, in school district No. 17, town of Hempstead, Nassau County, in the election of trustees of the district as a successor to the appellant on the ground that the appellant had ceased to be a resident of the district. Appeal sustained and proceedings in the election of trustee in the place of the appellant vacated and set aside.

James Pender from proceedings of annual meeting held on August 7, 1900, in school district No. 13, town of Maine, Broome County, in the election of trustee. Appeal dismissed.

Fannie E. Sawyer and others. Appeal from a local board in vacating a preliminary order made by School Commissioner Chick, altering school districts Nos. 5 and 8, town of Henderson, Jefferson County. Appeal dismissed and decision of local board affirmed.

Appeal of Abram D. Stryker and others as trustees of school district No. 4, town of Locke, Cayuga County, from orders made by School Commissioner Manchester dissolving school district No. 1, town of Locke, and uniting the territory of the district dissolved to district No. 4, Locke, to No. 1, Moravia. Appeal dismissed and order of Commissioner Manchester, appealed from, confirmed.

Barnet Martin from order of School Commissioner Frawley dissolving school district No. 6, town of Lysander, Onondaga County, and uniting the territory of the dissolved district to school district No. 17, town of Lysander. Appeal dismissed and order of the Commissioner affirmed.

John C. Southard from an amended record made by School Commissioner Comstock, locating the land of the appellant in school district No. 7, town of Stephentown, Rensselaer County. Appeal dismissed.

John C. Duger from order of School Commissioner Frawley of Onondaga County and School Commissioner Young of Oswego County, dissolving school district No. 16, town of Lysander, Onondaga County, and Granby, Oswego County, and uniting the territory of the district dissolved to school district No. 17, town of Lysander, and school district No. 6, town of Granby. Appeal dismissed and order of commissioners, appealed from, affirmed.

Sophia Groat from the action of Amos Case and others as trustees of union free school district No. 10, town of Schodack, Rensselaer County, in the assessment by them of certain real estate owned by the appellant. Appeal sustained, and action of the trustees vacated.

A. Coleman Smith and another as trustees of school district No. 4, towns of Ossining and Mount Pleasant, Westchester County, from order of School Commissioner Berbert, altering the boundaries of said district No. 4, and the consequent alteration of school district No. 6, town of Ossining, Westchester County. Appeal sustained, and the orders of Commissioner, appealed from, vacated and set aside.

In the matter of the legality of the annual meeting held August 7, 1900, and certain special meetings held in school district No. 7, town of Remsen, Oneida County, in the election of district officers. Held: That one Henry Davies was the trustee of the school district and one Jones, clerk *de facto*, and one Thomas, collector, *de facto*, of the district.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements, January, 1901

COLLEGE DEPARTMENT

Registration. The extent of this work may be inferred by reference to a few of the credentials submitted as evidence of the general preliminary education required for admission to professional

schools and the professional practice. During the first week of September, 1900, credentials from 20 different countries in 10 different languages were submitted for such recognition as follows:

Three from Russia, pharmacy, medicine, high school; three from Roumania, university, dental, technical; four in Spanish—Three from Porto Rico secondary school, and one from the United States of Columbia; four from Italy, technical school, licco, ginnasio; England, University of Cambridge; Hungary, Upper Merchants school; Switzerland, veterinary; Austria, commercial; Turkish, medical; Bavarian, gymnasium; France, law; Sweden, Poland, Nova Scotia, Manitoba, Ontario, New Brunswick, medical; Australia.

HIGH SCHOOL DEPARTMENT

The number of institutions of secondary education in the university December 15, 1900, was 705, of which 104 are incorporated academic, 565 high schools and academic departments. During the year ending July 31, 1900, 24 academic departments were admitted and six academies were chartered. The 24 new academic departments organized during the year open new opportunities for free academic instruction to the young people of 24 communities previously not so favored. The State is now so thoroughly covered by secondary schools that out of 421 incorporated villages reported in the Legislative Manual for 1900, there are only nine having a population of over 1,000, and only 12 having a population between 500 and 1,000, that do not have academic departments under the Regents. For the first time in the history of the State every county in the State is this year represented on the University roll, Hamilton county, for many years the only one not so represented, having an academic department at Long Lake.

The number of secondary schools in the University has increased 110% in the last 10 years. There were employed during the past year in secondary schools 1,369 men and 2,519 women. There were 34,105 boys and 45,260 girls instructed in secondary institutions, a total of 79,365 students, which was an increase of 9,589 or 13.7% over the preceding year. The total net property of secondary schools is \$28,412,184.38, and the total expenditures by the schools during the year was \$6,036,374.41.

Every institution in the University was inspected at least once during the year by some officer of the University, the whole number of such visits of inspection being 1,317. The total amount apportioned by the State to secondary schools was \$212,667.28. 672 schools took examinations. 511,020 examination papers were written. 374,392 of these papers were claimed by the schools and 345,117 were accepted, 29,275 being rejected. 68% of all the papers written were accepted and 24% of all the accepted papers were honor papers (90% or more).

HOME EDUCATION

Public libraries. The annual report of the Public libraries division for 1900 contains returns from 1,035 libraries. Of these 460, free for lending to the public and containing 2,187,125 volumes circulated past year 8,432,445.

The free libraries lent to the people an average

of 23,157 books daily, 1,163 for each 1,000 of the population, and 387 for each 100 books in the libraries.

Grants of money amounting to \$26,891.43 were made to 173 libraries and branches on condition of equal amounts locally raised and all spent for approved books.

At the Regents' meeting, December 20, permanent library charters were granted to Patchogue library, to Riverdale library association and to the Women's Round Lake improvement society; provisional library charters for five years to Brewster library, to Bristol free library, to Frankfort free library, to Haines Falls free library, to Roanoke public library, to Theresa free library and Walden public library. The provisional library charters formerly granted to Cornwall-on-the-Hudson public library and to Newfield public library were made permanent.

The name of Syracuse central library was changed to Syracuse public library. The Brooklyn library association of the Eastern district was dissolved, its net property (about \$3,500) to be transferred to the Brooklyn institute of arts and sciences on the condition that each year 50 annual memberships be given to pupils of the public schools in wards 13 and 19 of the Borough of Brooklyn.

Traveling libraries and pictures. Statistics do not vary materially from month to month, as the demand remains about the same. In December 59 libraries were sent to 44 different borrowers: 14 wall pictures, 1,254 slides, 2 lanterns and 573 photographs were lent to 26 schools and clubs.

Study clubs. The following clubs registered in December make the total now 432; Burnt Hills Clio club, Canandaigua Young People's reading circle, Canisteo History Club, Delhi Monday night club, Fort Plain Monday night music club, Heuvelton university extension club, Little Falls progress club, New York Home travelers' club, New York St. George's Sunday school club, Palmyra Strollers' club, Patchogue general information club, Poughkeepsie Oriental research club (formerly Bible study class), Rochester Cardinal Newman reading circle, Rome Zion church club, Rushford Cynthian club, Troy Unity club, Watervliet Shakespeare club.

A new edition of the hand-book on "Study clubs," giving conditions of registry and privileges offered to registered clubs is just issued and will be sent to any address on request.

The annual meeting of the Association of Collegiate Alumnae, held in New York City, was addressed by its president, Prof. Abbie Leach of Vassar College. The address was able and practical. In part she said: "As a people the Americans are non-intellectual and unappreciative of culture. Talent, industry and achievement are measured by their financial returns, and our schools need to preach another doctrine to offset this metallic strain. School is too often considered a necessary evil where a limited amount of knowledge must be laboriously gained. We need finely equipped teachers with wide knowledge, natural gifts and eminent humanity, so that they will think of each pupil as ^{such} a human being with a life to live and a work to ^{be} done, and count it a privilege to direct that life ^{and} foster power for that work."

IN THE SCHOOLS OF THE STATE

AT LARGE

Prof. Henry Montgomery, M. A., Ph. B., B. Sc., who was at one time a member of the faculty of the Cortland Normal School, but now holding a similar position in Trinity University, Toronto, Can., is gaining distinction as a lecturer upon scientific matters.

New York city employs some 11,000 teachers in her public schools.

The University of Rochester will add a Normal course in manual training to its curriculum.

The New York public library association will co-operate with the school board in trying the experiment of placing branch libraries in the public schools. \$8,000 has been appropriated for this purpose.

One pleasant feature connected with the meeting of educational organizations at Syracuse each year, is the gathering of alumni members of various College and Normal Schools. Syracuse people are exceedingly proud of the fact that that city is made the point of so many educational gatherings.

In accordance with a motion made by Principal J. D. Wilson of Syracuse, an Outlook Committee of five members was appointed by the Grammar School Principals, to report at the next meeting of the council on matters of general educational work. The following were named: C. E. Lawton, of Auburn; H. C. De Groat, of Buffalo; R. A. Taylor, of Niagara Falls; W. H. Benedict, of Elmira, and F. C. Clifton, of Troy.

The new Medical College of Cornell University, located on First avenue and Twenty-seventh street, New York city, the gift of Col. Oliver H. Payne, was formally opened and dedicated December 29.

Chief of Police William Moore, of Binghamton, believes that criminal law should be taught in the public schools. He would make children acquainted with the meaning of offenses of the law, and punishments of the same.

Prof. Moses Coit Tyler, head of the department of American history in Cornell University, died December 28, at his home in Ithaca. His death is a great loss to the university, and to the educational world.

COUNTIES

Albany—Prin. O. D. Robinson's report of the Albany high school shows that the attendance during the past year has been 788.—Miss Louise G. Hogan has resigned her position in school No. 5, at Albany.—The Albany school board have reported favorably upon the matter of securing the services of prominent citizens to address schools 4, 6 and 24 from time to time.—A teachers' institute for the teachers of Cohoes, Watford and Watervliet was held January 3 and 4, at Cohoes, under charge of the State Department of Public Instruction.—Deficiency of some fifty thousand dollars is reported in the account of the Cohoes school board, in funds needed for the maintenance of the schools. The common council will be called upon to help in the matter, if a bill to that effect can be gotten through the State

Legislature.—The Albany Press-Knickerbocker-Express characterizes the "Manual of Patriotism," edited by Supt. Charles R. Skinner, as the "best book of the year."—President James E. Russell, of the Teachers' College, Columbia University, recently addressed the city training school and teachers. His talk was practical, and deeply interesting to those assembled to hear him.—Editor C. E. Franklin, of *New York Education*, prepared a thesis upon the subject of the comparison of the work of Normal Schools with City Training Schools, and gave the same before the graduates club of the Teachers' College of Columbia University.—Mayor Blessing has appointed James F. McElroy to be a member of the Board of Education to succeed James M. Ruso.—The recent mid-year exercises of the Albany high school show very plainly that the school is in efficient hands.—The Albany Normal College *Echo* is one of the best and brightest school papers that reaches us, and seems to be prosperous.—Miss Mary A. McClelland, of the Normal College, has begun a series of discussions upon the "History of Education." The subjects to be treated by Miss McClelland are as follows: January 5, Preliminary; January 12, "Germany and Frankland;" January 19, "The British Isles;" January 26, "Arabian Learning and Knightly Education;" February 16, "The Crusades as an Educational Movement;" February 23, "Scholasticism;" March 2, "The Renaissance."—A re-organization of the Albany school commissioners has been effected, made necessary by the retirement of James Ruso. President Learned has appointed the following committees: Instruction, Lynch, Bendell, French, buildings, Lynch, Bendell, Maas; purchases, Maas, French, Macdonald; finance, French, Lynch, McElroy; library, Bendell, Macdonald, McElroy; hygiene and attendance, McElroy, Macdonald, Maas.

Allegany.—Miss Maude Riley, of Geneseo, has been elected to fill the position in the Castile high school made vacant by the resignation of Preceptress Alta Tilton.

Broome.—A teachers' association of the second commissioners district of Broome county will meet at Chenango Forks the first Saturday in February. A practical, though elaborate program is being prepared.—The meetings of the Schoolmasters' club of Binghamton testify fully that teachers of that city are alive and progressive.—The Hamilton College alumni association of Binghamton were privileged to entertain President Stryker of their Alma Mater, New Year's day. David H. Carver is president of the association.—The board of education of Binghamton have granted Supt. Bardwell permission to arrange for an institute for the teachers of that city, to be held some time in February. Binghamton is fortunate to have a corps of teachers possessing the educational spirit, and a superintendent that has a thorough knowledge of how schools should be taught and managed.—The Binghamton schools have recently lost four teachers, who have resigned to accept better positions in New York city.—Pres. A. S. Draper, of the University of Illinois, will address the teachers

of Binghamton this month on the subject of "The Responsibility of the Teacher for the Inspiration of the Pupil."

Cattaraugus.—The teachers of the third commissioner's district met in association at Dayton. The officers are: Com'r Geo. E. Waller, president; Velma C. Brown, vice-president; Erle L. Ackley, secretary and treasurer; executive committee, Geo. A. Bolles, Geo. E. Waller and Miss Sarah Ryder. It was the most profitable and interesting meeting held since the new district was organized, and it was the prevailing opinion that work of this nature is of more help to the teacher than that of the institute. Following is the program: Introduction of Fractions, Mary S. Jark; Nature Study in Our Common Schools, William J. Bernhoff; Examinations, Prin. E. E. Durfee; How Can the Public School Teach Patriotism, Prin. A. C. Anderson; Home Work for Pupils, Prin. Jos. N. Palmer; Composition, Lillian M. Potter.—Com'r George E. Waller, of the third commissioner's district, a new district formed but a few months ago, has developed into one of the most efficient and painstaking officials, and the schools are showing the effect of his good work.—Christmas eve, Prin. Burdette Phillips, of the Allegany schools, led to the altar Miss Mae Sawin, of Ripley, until recently assistant principal of the school. Both are Fredonia Normal School graduates, and teachers of unusual ability. Mrs. Phillips is a woman of rare womanly gifts and beauty.

Cayuga.—The teachers' association of the second commissioner's district was held at Union Springs and was a profitable session. The following was the program: Teaching, Miss Margaret Ross; United States History, Prin. Fred T. Wiley; How Every Teacher May Apply Psychology, Prin. Frank Simmons; Mental Arithmetic, Frank V. Hinman; Class Exercise, Miss Celia Barringer; To Make or Mar, H. Stanley Ward; The Relation Between English Literature and Education, Miss Alma Moe; Projection in Drawing, Prin. J. D. Bigelow; Analysis versus Synthesis in Teaching English, Miss Anna Lyon; address, "What Are We Teaching For," Arthur M. Seekell.—Dr. Everett T. Tomlinson, a former principal of the Auburn high school, is a writer of boys' books, and has gained considerable distinction in this work. His latest book is entitled "In the Hands of the Redcoats."—Among the retirements from educational work is that of Supt. B. B. Snow, for thirty years at the head of the Auburn schools. Supt. Snow has been an educator of force and ability, and his resignation is a matter of regret among school men.

Chautauqua.—Prin. P. K. Pattison, of Westfield, is giving some very sensible lectures at different points in the county. His subject is "Colorado."—A Fredonia Normal School graduate, who has achieved considerable distinction as a teacher, is W. L. McGowan, superintendent of the Warren, Pa., schools.—Cassadaga now has a union school, the proposition for such change being recently voted on. Prin. Perrin is to be congratulated.—A new Boardman & Gray piano adorns the chapel of the Cherry Creek school building as the result of a very successful school fair.—Fire drills have been inaugurated in the

Silver Creek school, under direction of Prin. Walthart. Silver Creek has a fine building and a large school attendance.—Prin. Jesse L. Walthart, of Silver Creek, was made president of the Hobart College alumni club of the State Principal's association; Prin. Evans S. Parker, of Dunkirk, was made secretary of the same association.—Prin. W. W. Torrence, of Jamestown, was elected first vice-president of the association of Grammar School Principals at the Syracuse meeting.—In the January issue of the *Educational Review* appears a clear-cut and comprehensive discussion of the work of the Normal schools by Prof. Myron T. Dana, vice-principal of the Fredonia State Normal. Prof. Dana's article has been much commended, and fittingly. It reflects very clearly the practicality of the man.—The Board of Regents have granted a charter to the Chautauqua school. Phillip J. McEvoy, a Fredonia Normal graduate, is the very efficient principal. The building is a new one, valued at \$16,000.—The Frewsburg school has the unusual prestige of having among its teachers one of rare musical ability. Miss Effie B. Dewey is recognized as one of the best singers in Western New York.—Ora T. Little, a teacher in one of the Ripley schools, recently led to the altar one of his Chamberlain Institute classmates.—The Fredonia Normal School opened promptly January 3, as advertised. Only three students were absent, and these on account of illness.—Fredonia residents are assured of a fine new building to take the place of the Normal School building, recently burned. The structure is to be but two stories high, without a dormitory, and will be practically fireproof. There was nearly \$100,000 insurance on the old building, to be used toward building the new one.

Chemung.—The principals round table has been reorganized in this county, with the following officers: President, Com'r Jess S. Kellogg, of Horseheads; secretary, Norman Gile, of Van Etten. The program committee consists of the president, secretary and Prin. Clara Beecher, of Erin. The first meeting was held January 1.—Miss Evangeline Duprie has resigned her position as a teacher in the intermediate department of the Breesport school, to accept a better position at Clifton Springs.—Miss Anna Gethins, of Horseheads, for several years a teacher at Elmira, has resigned her position to accept a better position at Mt. Vernon.

Clinton.—Under the superintendency of Frederick H. Davis, the Plattsburg schools are efficient, as shown by their catalogue. Nineteen teachers are employed.—Following are the officers of the Clinton county teachers' association: President, Jasper Robertson, Plattsburgh; first vice-president, E. A. Parks, Plattsburgh; second vice-president, Ruth E. Newcomb, Plattsburgh; secretary, F. H. Davis, Plattsburgh; treasurer, Margaret Lucas, Champlain. The following resolutions were adopted: First—That another meeting of this association be held during the current school year. Second—That the time and place of holding such meeting be left in the judgment of the president. Third—That the president be instructed to inquire into the feasibility of having the association meeting begin on Friday and continue at least until Saturday noon.

Cortland.—The board of supervisors of Cortland county recently visited and inspected the Normal School.—James A. Beha has been elected president of the senior class of the Cortland Normal School.—The Homer school held commencement exercises of the class of 1901 recently. The school shows plainly how well it is managed.

Dutchess.—One of the classes of the Quincy school of Poughkeepsie is studying the history of Dutchess county, and visiting public buildings in their research.—The Hoffman school building at Poughkeepsie has been declared unsanitary and unfit to be occupied, and the children are to be moved to other quarters.—The new grammar school building at Poughkeepsie has been so far completed that it has been put to use. It was formally opened with exercises.—The annual report of Supt. Edwin S. Harris of the Poughkeepsie schools is full of suggestions and shows that he is in close touch with every educational interest, and comprehends full well the needs of his schools. Supt. Harris is wide awake, and untiring in his devotion to his work.

Erie.—The commissioners of the three districts of Erie county have prepared a directory of the teachers and school officers of the county, outside the city of Buffalo. Portraits of prominent school men is a feature.—The union school at Gardenville has been granted a Regent's charter. E. A. Cook is the principal.—Eden union school has been advanced from a junior to a middle grade regent's school. Miss Kleinfelder and Miss Doherty, graduates of the Buffalo Normal School, are new teachers. The advance of this school under the direction of Prin. Louis E. Boutwell has been marked, he being one of the strong school men of the county.—It is quite expected now that the salaries of principals in Buffalo will be increased in the near future.—Supt. Emerson declares that the school facilities of Buffalo are inadequate to the demands of the rapidly-growing school population of that city.—Prin. William C. White, of the Guernsey street school, Buffalo, has arranged for morning talks to his pupils, by prominent men and women of Buffalo.—This is the eighth year of Supt. Henry P. Emerson's incumbency as head of the Buffalo school system, and the press of that city speak very highly of the work he has done, and of his general efficiency, in commenting upon his annual report.—Buffalo has a very strong and enthusiastic principal's association. At a recent meeting the following papers were presented: Written Number Work in the Primary Grades, by Prin. William A. Mackey, of School 53; Teaching and Spelling in the Primary Grades, by H. W. Adams, principal of School 55, and The Regulation Entrance Into the First Grade, by F. W. Fisher, principal of School 43.—Buffalo people seem well satisfied that they have an efficient and able superintendent of schools in Henry P. Emerson. The Buffalo Times recently has a very interesting account of his life and work.—Booker T. Washington, the famous negro educator, was a recent guest of the Independent club of Buffalo. Over 175 representative men of Buffalo and vicinity sat down to the banquet and listened to this famous orator.—Buffalo has lost a prominent school man in the death of Prin. Francis J. Smith, of School 57. He has long been a teacher.

Franklin.—The semi-annual meeting of the county teachers' association, held early in December at Malone, was a profitable and enthusiastic session. A feature was the address by President Gunnison, of St. Lawrence University, on "Bi-Produce in Education." Prin. Samuel Reed Brown, of East Syracuse, and Inspector Charles Davidson, of the Regents Department, were also set down for addresses.

Genesee.—The death of Miss Frances E. Wright, for many years a teacher in the Batavia schools, occurred recently. Her life had been very worthy and many friends sorrow because of her death.

Greene.—The Palenville school trouble was at last adjusted by the resignation of Dr. Holcomb from the board, and the election of a successor to him that was favorable to the retention of Prin. Payne. The vote was tied, two voting for Mr. Payne and two against him. Dr. Holcomb, the fifth member, being a relative to the principal, not voting.—Miss Mary R. Crawford, of Albany, has resigned her position in the Athens union school.—Frequent mention of the work done in the Catskill high school, from those acquainted with the standing of the school, leads us to feel sure that Supt. T. A. Caswell is the right man to build up the educational interests of that town.

Herkimer.—Miss Inez M. Wall, for four years a teacher in the Church street school, at Little Falls, has resigned her position to become the wife of John W. Shores, of Albion.—Prin. C. H. Warfield, of the Little Falls high school, has been elected regent of Little Falls Council, Royal Arcanum.—Dr. M. A. Richards, president of the Little Falls school board, recently addressed the Herkimer Society for Child Study.—Little Falls claims distinction for a complete physical laboratory in connection with the new high school.—Miss Mabel Kingston, a graduate of the Albany Normal College, has been elected to the position in the Church street school at Little Falls made vacant by the resignation of Miss Wall.—Supt. Abrams, recently invited public inspection of the new addition to the Morgan street school at Ilion, and the patrons were much pleased with the arrangement of the same.—At a meeting of the Tri-County Educational Council of Herkimer, Fulton and Montgomery counties, a committee was appointed to revise the old constitution and rejuvenate the council, if possible. The committee is composed of Prin. E. B. Robbins, Fondra; Supt. Frank Jennings, Johnstown, and Supt. H. E. Reed, of Little Falls. A change in the number of meetings has been made, two only being now decided upon.—Miss Irene Mesick, teacher of history in the high school at Little Falls, has been confined to her home for several weeks with typhoid fever. Miss Florence Ingham, of last year's high school class, has charge of her classes.

Jefferson.—The union school at Black River is shown to be in a healthy condition by its catalogue recently sent out. Six teachers, with Alvin E. House, A. B., as principal, are employed.—The people of Watertown are preparing to erect a new high school building, to relieve the present overcrowded condition of the schools.

Livingston.—Lakeville mourns the death of Miss Emily Beach, who died at South Avon, where she was teaching. She was sixty years of age.

Madison.—Diphtheria has been making trouble in the schools of Oneida, and the board were forced to close the same for a time.—Prin. Frank M. Markham has been very seriously ill with fever, and was obliged to defer school work for several weeks at Earlville.

Montgomery.—The vacancy in the Tribes Hill school, caused by the resignation of J. J. Dillenbeck, has been filled by the election of H. S. Crower, of Stone Arabia, as principal.—At a recent meeting of the Montgomery County Teachers' association the following officers were elected: Prin. Henry Wheaton of Fultonville, president; Prin. Schuyler F. Herron, of Canajoharie, vice-president; Miss Mary E. Smith, of Fultonville, secretary and treasurer.

Monroe.—The board of education of Rochester have abolished the final examinations for promotion in grammar and intermediate grades formerly given at the close of the first semester of each year. Two reviews, with daily record of class work, is accounted sufficient to determine whether or not the pupil is ready for promotion.—It is asserted that the teachers of Rochester are anxious to secure appointment to longer terms of office, and that there is a movement on foot to present their wishes to the board of education. The board has been in the habit of making out list of appointees after the close of the schools in the summer, leaving to teachers a feeling of insecurity of position until late in the school year.—The promoters of a scheme to secure legislation to provide for a teacher's pension fund have found difficulty as the teachers feel so insecure in their positions that they do not care to enter upon such an undertaking. The scheme calls for 2 per cent. of each teacher's salary, women teachers to be retired upon 30 years of service and men after 35 years.—Prof. George M. Forbes, of the Rochester board of education, is acting as superintendent of the schools of that city in place of Milton C. Noyes.—Pres. Rush Rhees, of Rochester University, recently delivered an address before the Rochester Training School, upon the subject of "Cultivating a Sense of Duty," which has been highly spoken of.—Prin. E. M. Sparlin, of school No. 9, Rochester, recently addressed the Rochester teachers' association upon the subject of "Paris and the Exposition."—The graduating exercises of the Rochester Teachers' Training School will be held January 24. There are two classes, normal and kindergarten.—Rochester is very fortunate in securing as its superintendent of Schools, Prof. C. B. Gilbert, at present the honored superintendent of the Newark, N. J., schools. Supt. Gilbert has served very efficiently for seven years as superintendent of the schools of St. Paul, Minn., and for four years at Newark. His salary has been fixed at \$5,000.—Helen C. Pearce, who has been preceptress of the Fairport union school for four years, died recently. She was a young woman of many fine qualities.—Rochester has an excess of teachers, as the report of her schools shows. The ratio is one teacher for each thirty-one pupils in 1899. A reduction has consequently been made. The condition of the schools is deemed satisfactory.

Nassau.—Nassau county has a principals association that believes in spending its time in session profitably. At a recent meeting the following program was taken up: Superintendent William J. Shearer, of Elizabeth, N. J., addressed the council on the subject, "Why Sacrifice Pupils and Teachers to the Demon of Uniformity?" Topic, "Drawing," Miss Lena D. Childs, Jamaica Normal School; topic, "Brush Work," Mrs. J. Anthony Bassett, Rockville Centre high school; topic, "How to Interest the Community in Our Public Schools," Supt. Frank O. Payne, Glen Cove. After each of these topics, a general discussion followed.—Compelled by ill health, Miss Mary E. Miller, of Freeport, has resigned her position.

Niagara.—Miss Jessie Shepard has resigned as teacher in the kindergarten department of the Niagara Falls school, her place being supplied by Miss Maud Cannon of that city.—Sixteen cases where there were failures to comply with the compulsory education laws, were summarily dealt with at Niagara Falls, and fines imposed.—Niagara Falls must build new schools to supply present needs of room for her growing school population.—Lewiston has a fine new school building, which will be formally dedicated this month. There was a time when this was a town of high standing in educational matters, drawing a large student patronage from Canada.

Oneida.—The board of education of the Utica schools have decided to no longer allow the reading of Scriptures at the opening of the public schools of that city.—Miss Cora A. Manning, an efficient teacher in the kindergarten of the Mary street school, has resigned to accept a position at Newark, N. J.—The Utica schools have a patrons week, during which time all parents and friends of the children are invited to visit the schools and inspect the work. It is expressed, according to report, that the schools of that city have never been so efficient as under present management.—The Catholic societies of Rome will ask that the reading of the Bible be dispensed with in the public schools.—The *Utica Observer* has recently written a very interesting history of the educational interests of that city.—Prof. Thomas Flint Nichols, of the faculty of Hamilton College, and Miss Anna Gordon Root, daughter of Prof. Oren Root, were recently united in marriage at Clinton. Many distinguished guests were present.—Another teacher has been added to the school at New Hartford, in the person of Miss Fannie A. Frieberger, a Vassar graduate.—The teachers' association of the second commissioner's district was held at Clayville. The program was as follows: Paper on Music, Miss Laura Stone, Clinton; Talk on Arithmetic, Curtis Miller, Jr.; paper, "Recitation Hints," R. B. Searle; address, S. J. Saunders, D. Sc., Hamilton College; address, Seward A. Miller, B. S. The meeting was a very profitable and pleasing one, and the teachers will do well to sustain such gatherings.—Prof. S. C. Kimm, Ph. D., principal of the Middleburgh high school, favored the people of Vernon Center with his popular lecture, "Great Deeds of Great People," during the holiday vacation. He has a well-prepared lecture.

Onondaga.—Prin. Charles R. Drum, of the Montgomery school, Syracuse, recently addressed

the teachers of Auburn upon the subject, "The School City."—Syracuse is to have a \$300,000 new high school building on an \$80,000 site. This will give to that city a fine distinction in the matter of the maintenance of schools and educational interests.—There is need of a truant school building at Syracuse, and plans for one will be at once prepared. The board find that they have adequate funds on hand to pay for such a building.—At the January meeting of the Onondaga Educational Council, Miss Emma LaVean, assistant superintendent of physical culture at Syracuse, will discuss the "Swedish School System."

Ontario—The school authorities at Geneva are very careful in regard to vaccination in the schools of that city, and comply very rigidly with the demands of the State law.—Miss Anna Titus, a valued teacher in the Clifton Springs school, has resigned her position to continue her studies at Syracuse University.

Orange—Supt. R. V. K. Montfort, for forty years at the head of the schools of Newburgh, N. Y., died at his home in that village December 20th. He was a graduate of the Albany Medical College, and an assistant surgeon in the 124th New York Volunteers during the Civil War.

Orleans—Prin. Freeman A. McNall, of the Medina high school, was married to Miss Grace Fisher, a former teacher in the Albion high school, recently. The groom is a graduate of the University of Rochester, and the bride of Vassar College. The many friends of Prin. McNall extend congratulations.

Oswego—The teaching force of the schools of this county loses one of its most capable and progressive members by the death of Prin. Edwin Cornell, of the Parish school. He was a Cortland Normal School graduate, and had also studied at the State Normal College at Albany.—O. D. Miller, of Howard, has been elected to the principalship of the Parish school in place of the late Edwin Cornell.—The third commissioner's district teachers' association has elected the following officers: President, P. E. Barnard, of Williamstown; vice-president, Grove W. Stoyell, of Sandy Creek; secretary and treasurer, Miss Ella Petrie, of Altmar.—Ray K. Savage has been added to the faculty of the Oswego high school and will teach Latin and Greek.

Otsego—The friends of Prof. and Mrs. Frank D. Blodgett, of Oneonta, sympathize deeply with them in the loss of their infant daughter. The little one got its head caught between the mattress and cross-piece of its crib, and was dead when found. Prof. Blodgett is a member of the Normal School faculty.—The Ward school building at Oneonta was destroyed by fire recently.

Rensselaer—It costs annually some \$150,000 to run the schools of Troy. The superintendent's report shows that the schools are under efficient management, and doing good work.—The annual report of Supt. John H. Willets, of the Troy schools, is unusually interesting. He has ascertained that of the pupils who enter the high school of that city, only 25 per cent. complete the course. He is not in favor of the set course of study, but of an elective one.—President Boyce, of the Bath school board, has decided not to resign, as he expects soon to return from New York.

Rockland—Miss Serena Hartwell, a teacher in the Suffern school at Nyack, has resigned her position.

Saratoga—Commissioner Rice is to be congratulate upon providing such a fine program for the teachers' institute of his district.—Miss Evelyn B. Gatchel has resigned her position in the Waterford high school to accept one in the public school of New York city.—Scott Youmans, of the Oneonta State Normal School, has been elected to the position in the Waterford schools made vacant by the resignation of Miss Gatchel.—The *Saratoga Sun* thus speaks encouragingly of the management of the Saratoga schools: "The present condition of our public schools is largely due to the earnest work of our present School Commissioner Rice, backed by the efficient superintendent and his able corps of teachers."—Reports of the Saratoga Springs institute speak very highly of the talks given by Dr. William J. Milne, of the Albany Normal College.—Supt. T. R. Kneil, of the Saratoga, may well be proud of the Christmas present given him by his teachers—a fine gold watch. A fair estimate of a man is shown by the esteem of his associates.

Schoharie—Prin. S. C. Kimm, of the Middleburgh high school, recently lectured at Blenheim, upon the subject of "Great Deeds of Great People." The subject was treated in a scholarly manner, showing much research.

Schenectady—Prof. A. Marvin, principal of the Union Classical Institute, gave an able talk recently before the "People's Forum," on "Popular Education in Schenectady."

Schuyler—Prin. George W. Chapman has severed his connection with the Watkins high school on account of ill health. George L. Buck has been elected to fill the vacancy. Mr. Buck will graduate from Colgate University in June, and is a young man of good reputation and ability.

Steuben—It is with pleasure that we have looked through a manual of the Corning schools. Supt. Leigh R. Hunt has charge of these schools, and their record of their work is one of which to be proud. There is a high school and two other schools, twenty-six teachers being employed. A very strong teaching force is employed.—Miss Frances J. Keins has resigned her position as teacher in the Canisteo high school.—Miss Edith Goodrich has resigned her position in the Hammondsport high school, and Miss Jennie Early has been elected to take her place.

St. Lawrence—There is an enthusiasm manifested in the Canton high school that shows that institution to be in capable hands.

Suffolk—The whole number of schools in Suffolk county is 138, and of these 23 are union schools. The whole number of children attending school last year was 13,743, and the days' attendance 1,797,450. The value of the school buildings in the county is \$591,018 and the assessed valuation of the property of the districts \$47,805,729. There was raised by local taxation for school purposes last year \$181,955.23, and \$39,852 was received from the State.—The school at Amityville has recently been advanced to the high school grade.—Com'r Millard H. Packer is showing the right spirit in urging trustees to visit schools, and give them regular and thorough inspection.

Tioga.—Miss Nellie Johnson has resigned her position in the Waverly schools, after faithful service for several years.—Among the fortunate school men of the State is Prin. E. J. Peck, of the Owego high school. He has recently advanced to the position of Regents' Inspector, with a salary of \$2,400.

Tompkins.—Under charge of Prin. Michael McDermott, the McLean school is reported to be in fine condition. Forty non-resident pupils are in attendance.—In a somewhat exhaustive report of the conditions and accomplishments of the Ithaca schools, Supt. H. W. Foster shows very clearly he has knowledge of every detail of the school machinery of that city. He has every reason to believe that his ideals of future progress in the schools will be realized, as the records of the past testify.

Ulster.—At the Kingston school meetings held recently, resolutions were passed to the effect that teachers from that city be employed, where practicable, in the city schools.—Miss Gertrude Hill has resigned her position as teacher in the Shady school, and the place has been supplied by Louis Blodgett.—At the Kingston Institute the teachers' association was reformed. Com'r John J. Moran was elected president; Myron J. Michael, vice-president; Ira D. Minard, secretary, and John J. Moran, Treasurer.

Washington.—Miss Sarah Payne has resigned her position as teacher in the Sandy Hill school, Miss Rose Flood taking her place.—Among the wide-awake school men of the State is superintendent Howe, of the Whitehall schools. He is proving his ability in marked manner, especially in teaching reading, spelling and English, in his schools. It is claimed upon good authority that unusual results in these branches of study are being secured among pupils under his care. He is preparing a manual, showing his method, that will be published.

Wayne.—By the will of the late Lyman Bickford, of Macedon, St. Lawrence University receives \$5,000.—Fred L. Brown, of Newark, has been elected to teach sciences in Delaware Academy.—Miss Ida Louise Saxton, of Clyde, a graduate of Syracuse University, was recently married to Prin. Albert H. Wilcox, of the Rochester high school.

Westchester.—The teachers of Mt. Vernon believe they have grievances in regard to matter of wages, and also wish to have privilege of creating a pension fund, upon which they can retire after a certain length of service. They recently held a mass meeting and will state their grievances to the board.

GREATER NEW YORK

Manhattan.—Prin. Emil L. Newman, of school No. 7, vice-president of the Male Teachers' association, says that the teachers are unanimously in favor of the Davis law, and denies that its provisions will increase the city budget the sum stated by Comptroller Coler. He claims that only \$400,000 extra will be needed to comply with the necessities of the Davis law.—About eighty delegates of the New York Teachers' association recently

met at the Normal College, and passed resolutions denouncing the provisions of the proposed charter revision in regard to the denial of their rights. Especially do they condemn that clause that refuses them the right to appeal to the State Legislature for redress from wrongs.—Dr. Samuel Weir, professor of the history of education, ethics and philosophy in the school of pedagogy, New York University, will speak before the Minnesota State Teachers' association, December 26, on "Humanism, Realism, or Education for Society. Some Reflections on the Functions of Education."—There are thirty-nine night schools in Manhattan and Bronx, with an attendance of 15,000. Twenty-one of these schools are in the poorer sections. The attendance is not confined to the young, as in some of these schools men sixty years of age are found. At the Fifty-seventh street school an old negress eighty years old is trying hard to learn to read.—The following candidates for appointment as male principals have been chosen as the ten highest on the list. There were seventy candidates for the eligible list: Benjamin Veit, public school No. 83; Bernard J. Devlin, public school No. 77; William A. Kottman, public school No. 51; Joseph G. Furey, public school No. 40; Frank A. Schmidt, public school No. 49; Henry G. Schneider, public school No. 90; Oswald Schlockow, public school No. 147; Henry Ludwig, public school No. 103; John J. Malarkey, public school No. 75; Bryan J. Reilly, public school No. 147.—Miss Lena R. Hall, a graduate of the Cortland State Normal School, was last month appointed a regular teacher in the City Island school, No. 102, of which Mr. Francis Ward is principal. She has charge of a newly-formed class.—A new Boys' high school building will soon be erected. It will have some 80 class-rooms and will be a fine structure.—The board of education has retired with annuities the four following teachers: From Primary school No. 150, Manhattan, Florence Ballou, appointed in October, 1863, salary \$1,340, annuity \$620; Public school No. 135, Manhattan, Josephine C. Cozans, appointed in January, 1861, salary \$1,400, annuity \$700; Public school No. 21, Manhattan, Juliette Hunter, appointed in October, 1865, salary \$1,240, annuity \$620, and from Public school No. 1, Richmond, Elizabeth W. Ballantyne salary \$1,853, annuity \$660. At a meeting of the Executive Committee four teachers for the Normal school were appointed. Miss Clara Byrnes was made a teacher of history, with a salary of \$1,000; Miss Marjorie Burr, and Miss Renate Remy, teachers of English, each with a salary of \$1,000, and Miss Mary A. Knight, critic in the training department, with a salary of \$600.—The borough board of Manhattan and Bronx has decided to establish ten ungraded classes. Six of these rooms are to be given up to truants and incorrigibles, and four to backward pupils. The teachers of the same are to receive \$100 each extra for extra and unpleasant work entailed.—Mayor Van Wyck has re-appointed the following members of the Manhattan board: Miles M. O'Brien, Vernon M. Davis, George M. Muth, Charles C. Burlingham, Henry A. Rogers and Joseph J. Kittel.—Upon his re-appointment, President Miles O'Brien, of the school board, expresses his policy and expectation for the school. He favors extension of kindergartens,

and erection of enough high schools for adequate purposes. He believes in the library scheme, and in advancing that work. He hopes there will be a continued policy of keeping politics out of the schools. His tone is hopeful for the future of the schools, and his statements unequivocal.—The American Mathematical society held its annual meeting recently at Columbia University, and elected the following officers: President, Eliakim Hastings Moore, Chicago University; vice-presidents, Thomas S. Fiske and Henry S. White; secretary, F. N. Cole; treasurer, Dr. W. S. Bennett; librarian, Pomeroy Ladu; committee of publication, N. F. Cole, Alexander Ziwet and F. Morely; members of council to serve until December, 1903, Professor E. W. Brown, H. B. Fine, T. F. Holgate and W. F. Osgood; member of council to serve until December, 1902, E. W. Hyde.

Queens.—A year ago the Corona school was closed by the board of education and consolidated with the Elmhurst school. The Corona people sought legal decision, which was rendered to the end that under the charter the board had not the right to take such an action. A recent decision from the State Superintendent, however, declares that the high school is in the hands of the board, and if its facilities can be strengthened by such consolidation, they have such right.—The children of the Borough schools contributed \$1,050 to aid in the re-establishment of schools at Galveston, 31,000 pennies being a part of the contribution.—Miss Letta V. Myer has resigned her position in the Springfield school.

Brooklyn.—A change in the curriculum of the Teachers' Training School, under directions of State Superintendent Charles R. Skinner, is now proposed. Among other things, the length of the course to three half years, instead of two, is proposed.—Associate Supt. Shallow, under direction, has arranged for some 300 lectures to be given in connection with the schools during the winter months.—Prin. Frank B. Stevens has been elected president of the Brooklyn Principals' association.—Borough Supt. of Schools, Edward G. Ward, says there are now needed 38 new school buildings in Brooklyn, 16 of which number are in course of erection. He also asserts that there are some 43,000 pupils in part time classes, being not properly provided for.—The school children of the Borough of Brooklyn contributed \$7,879.19 to the re-building of schools at Galveston.—There is a movement planned and under consideration of the Brooklyn school board to harmonize the courses of study in the high schools of that city. These high schools were separately organized, and have been working under individual courses of study. It is now proposed to so regulate affairs as to set all at work, practically, under one course.

EDUCATIONAL GATHERING AT SYRACUSE

One of the largest gatherings of school men and women in the history of their organizations attended the meeting of Academic and Grammar School Principals, at Syracuse. It was not alone more largely attended than usual, but was an exceptionally practical meeting.

The annual address before the Academic Principals, by James B. Dill, a leading attorney of New York city, was a fine beginning of the work of the session, and was received with much satisfaction.

The following subjects were discussed by the Grammar School Principals: "Evening Schools," by Prin. John D. Wilson, of Syracuse; "Elocution," by Prin. G. H. Walden, of Rochester; "Music in the Schools," Prin. Hollis E. Dann, of Ithaca; "Physical Training," Miss Alta Wiggins, of Buffalo.

The Academic Principals chose the following officers for the ensuing year: President, Charles H. Warfield, of Little Falls; vice-president, James Winne, of Poughkeepsie; secretary, S. Dwight Arms, U. S. N. Y., of Albany; treasurer, Jay Crissey, of Penn Yan; executive committee, H. J. Walter, of Waverly, Charles E. Keck, of Southampton, C. A. Hamilton, of Newark.

The Grammar School Principals selected: President, E. A. Frye, of Troy; first vice-president, W. W. Torrance, of Jamestown; second vice-president, Mary W. Flanagan, of Syracuse; recording secretary, E. M. Sparlin, of Rochester; corresponding secretary, H. H. Kendall, of Troy; treasurer, H. L. Fowler, of Rochester; executive committee, N. P. Browning, of Buffalo, W. W. Rixford, of Elmira, R. B. White, of Syracuse, and Miss Leona L. Walker, of New Rochelle.

The next meeting will be held at Syracuse during the holidays next season.

STATE TRAINING CLASS TEACHERS

An important event in connection with the meeting of different educational organizations at Syracuse during the holiday week, was the meeting of principals of training schools for teachers and training class teachers. Not alone was an interesting and profitable session held, but a permanent organization was formed.

There were nearly seventy teachers present at this first meeting, and the discussion of questions pertaining directly to their branch of educational work was spirited and practical, many salient points being brought out. The permanent organization enrolled about one hundred and twenty members.

The following officers were elected: President, C. E. Franklin, principal of the Albany Training School; vice-president, Miss Gertrude L. Mauson, of Whitney's Point Training Class; secretary and treasurer, Prin. George E. Lewis, of Syracuse Training School.

STATE ASSOCIATION OF SCIENCE TEACHERS

The Rochester meeting of the State Association of Science Teachers was a very satisfactory one, and brought together a notable gathering of school men. The important subjects treated were as follows: "The Scientific Method and the Public School," S. A. Forbes, University of Illinois; "The Place of Physics in a Liberal Education," Henry S. Carhart, Ph. D., LL. D., University of Michigan; "The Teaching of Physiology in Secondary Schools," Frederick S. Lee, Ph. D., Columbus University; "How Shall a Young

Person Study Botany?" W. J. Beal, Ph. D., Michigan Agricultural College; "Practical Experiments in Physical Geography," William Morris Davis, M. E., Harvard University; "The Significance and Limitations of Nature Work," Stanley Coulter, Ph. D., Purdue University; "The Scientific Basis of Modern Industry," John B. Johnson, C. E., University of Wisconsin; "Zoology in Secondary Education," Jacob E. Reighard, Ph. M., University of Michigan. Besides these addresses were many important discussions given.

The election of officers resulted as follows: President, Dr. F. W. Barrows, of Buffalo high school; vice-president, Prof. Frank M. McMurray, of the Teachers' College of Columbia University; secretary and treasurer, A. R. Warner, instructor of science at Auburn high school. The following members of the executive committee were re-elected: James H. Stoller, of

Union College, Thomas B. Lovell, of Niagara Falls, and William C. Peckham, of Adelphi College at Brooklyn.

A NEEDED ORGANIZATION

A company of well-known and responsible school principals of Buffalo have organized for the purpose of aiding teachers who wish to attend the Pan-American Exposition this coming season. The organization is known as the Teachers' Pan-Tourist Co., and Prin. E. J. Cobb is its president. For a small compensation they propose to find suitable accommodations, look after baggage, help the teacher save money, and guide her in visiting the Exposition and surrounding points of interest. Teachers interested should write to them at 433 Mooney-Brisbane Building, Buffalo, N. Y.



STATE NORMAL SCHOOL BUILDING, FREDONIA, N. Y.

STATE NORMAL SCHOOL AT FREDONIA

The destruction of the State Normal School building at Fredonia by fire, Friday, December 14, 1900, entailed a loss of seven lives, besides a property loss of nearly \$250,000. Six young lady students, who occupied rooms in the dormitory on the third floor of the building, and the aged janitor were the victims of the terrible disaster.

In building and equipment this Normal School ranked foremost among the institutions of its

kind in this State. And in the record of its efficiency it has been among the best. The loss is very great to the State and to Fredonia, and is deeply regretted.

The corner stone of this school building was laid in 1867, the original building costing \$100,000, which sum was borne by the community in which it was located. Dr. J. W. Armstrong was the first principal, and held that office until his death in 1878. With the student body his personality was clearly felt, and even yet his influence rests upon the

community. Superintendent of Public Instruction, Neil Gilmour, thereupon sent Dr. J. H. Hoose, of the Cortland Normal School, who took charge until the election of Dr. Francis B. Palmer, October 24, 1878. At its head and identified with its marked progress and increasing efficiency has been this honored principal ever since. Heart and brain and soul he has been connected with this institution, and the result of his untiring energy, his unerring judgment, and unfaltering devotion has been marked.

As the attendance increased, twice large and costly additions have been made. Many thousands of dollars have been spent in apparatus, books and other equipment.

More than 1,000 members are enrolled in the alumni of this institution, and all up and down the State as heads of and teachers in some of our best schools, they are bearing faithful testimony of their training.

The work of the school will be continued in the several halls and churches of Fredonia, and plans have already been laid for a new building. It is hoped that out of the gloom of this great disaster, this institution will come forth into a brighter and better future.

AMONG THE COLLEGES

SCHOOL OF PEDAGOGY, NEW YORK UNIVERSITY

Professor Samuel Weir, of the department of History of Education and Ethics, was the chief speaker before the Minnesota State Teachers' association, at St. Paul, at the evening session on Friday, December 28th. His subject was "Humanism, Realism, or Education for Society,—Some Reflections on the Function of Education."

The school has received the Diploma of the Silver Medal awarded to its exhibit made at the Paris Exposition last summer. This exhibit, consisting of numerous charts, portfolios and brochures, presented the organization of the work in this department of the university, and the relation of the school to the educational system of the United States in so far as this system pertains to the preliminary and the higher training of teachers for public and private schools.

VASSAR COLLEGE

Among the recent gifts to the Vassar College Library, a few are of special interest. The Vassar chapter of the Daughters of the American Revolution has presented a number of historical books; the Contemporary club, which is this year studying Howells, has given ten volumes of his works; J. Rendel Harris has sent, among others, several of his own books; and a copy of "Eleanor" has been received from Mrs. Ward.

Professor Laura J. Wylie has edited "The Sir Roger de Coverley Papers" in a volume just issued in the Star series of English classics.

Mr. Bliss Perry, editor of the "Atlantic Monthly," gave a most interesting lecture at the college, on Hawthorne.

The trustees of the college have decided to build a new dormitory which will accommodate about one hundred students.

The dynamo and engine presented to the college last spring by George Westinghouse have

been set up and wires are being laid for connection with the main building, the laboratories and Rockefeller Hall, in order that stereopticons may be used in lecture and class-room work.

With the courses now added in modern Greek and Archæology, together with the courses offered by the Art Department, candidates can be fitted to take the examinations for the fellowship of the school at Athens. Miss Lida Shaw King, A. B. class of '90, A. M. Brown University, has the \$1,000 Agnes Hoppin Fellowship at the school at Athens. Miss Ida Carleton Thallon of the class of '97, is now studying there.

The Greek department has become the possessor of an Ideal A. A. electric lantern made by A. G. Thompson, of Boston. This is one of the very best of its kind, being made with a double lantern, dissolving shutters and automatic feed.

A pamphlet that is of especial interest because it is the first educational publication of the college, has just been issued under the title, "Catalogue of Stars within one degree of the North Pole and Optical Distortion of the Helsingfors Astro-Photographic Telescope deduced from photographic measures," by Caroline E. Furness, '91, assistant in the observatory at Vassar.

One of the most interesting things to observe in the new catalogue is the wide geographical distribution among the students. It is found that New York has 263, Massachusetts 69, New Jersey 58, Pennsylvania 51, Illinois 37, Ohio 32, Michigan 30, Connecticut 20, Missouri 19, Indiana 13, Maine 12, Kentucky 12, New Hampshire 11, Iowa 10, Georgia 6, Delaware 5, District of Columbia 5, Wisconsin 5, Colorado 5, California 5, Rhode Island 4, Virginia 3, Tennessee 3, Nebraska 3, Washington 3, Vermont 2, Maryland 2, North Carolina 2, and South Carolina, Alabama, Texas, Minnesota, Arkansas, Kansas, Idaho, Canada, Cuba, Syria and Burma each one. This shows that New England is represented by 110 students, the states west of the Mississippi by 48, and the South by 29.

CORNELL UNIVERSITY

The new catalogue of Cornell University shows a total enrollment of 2,458, a gain of 218 on last year. It looks as if President Schurman were in favor of expansion at home as well as abroad.

The preliminary announcement of the Summer Session of Cornell for 1901 is also at hand. From it we gather that there has been an extension of this work, some eighty-four courses in nineteen departments being offered.

The inference seems clear that the Summer Session is popular among the professors at Cornell since we find so many well known names among the teaching force; as, for example, Professors Corson, Crane, Hewett, Wait, Burr, Bennett, Jones, Titchener, Atkinson, Bristol, Moler, Morris, Harris, Tanner. We note, however, a few names from other institutions. Thus, Professor Frank A. Fetter, from Leland Stanford University, will teach the economics; Professor Albert P. Brigham, of Colgate University, will give instruction in geology and physiography, and Professor Herman Schoenfeld, of Columbia University, is to teach German by means of the German language itself. That an especial effort is being made to assist teachers of French and

German in a practical way, is apparent from the fact that half the instruction in both these tongues is given without the use of English.

The mathematical faculty at Cornell appears to be in no danger of atrophy from idleness; for, led by the veteran teachers, Professors Wait and Jones, they offer sixteen different courses for the Summer Session of 1901. The instruction ranges from plain algebra up to "Groups," whatever they may be. Teachers of advanced physics will be interested to learn that for the first time the dynamo laboratory will be open for summer work under Professor Moler.

COLGATE UNIVERSITY

The winter term of the university opened on Tuesday morning with the attendance as large as usual. During the vacation the annual catalogue of the university for the current year was issued, and it shows that the total attendance for the present year in the college department is 152.

A new department, entitled the Department of Education, has been instituted, and is in charge of Professor Melbourne Stuart Read. Courses in the philosophy and principles of education are offered, and also a course in the history of education. This course is under the supervision of the State Department of Public Instruction, and those students who successfully complete it are entitled to the endorsement of the Department, which enables them to teach in the public schools of the State without further examination. The institution of this department has been received with much appreciation by the students and friends of the university.

The faculty of Hamilton Theological Seminary has been strengthened by the appointment of Mr. John B. Anderson as Instructor in Ecclesiology and the English Bible. Mr. Anderson is offering an interesting course during the present term on the History of New Testament Times.

A feature which has not appeared in previous catalogues is a statement of the gifts received during the year 1899-1900, and a review of this statement shows much progress along certain lines. The first page of the catalogue is devoted to a view of the president's house, which has just been completed, and there are also views of the College Library and the Gymnasium.

The class of 1904 has presented to the college a fine bust of Shakespeare, which has been placed in the chapel.

The course of lectures recently delivered here by Professor Charles R. Henderson, D. D., of the University of Chicago, on "Christian Sociology," was well received. Great interest in the subject was aroused.

The Inter-Class debate was won this year by the Seniors, who supported the affirmative of the question: "Labor organizations promote the best interests of working men."

At the meeting of the Associated Inter-Academic Principals, at Syracuse, during the Christmas recess, graduates of Colgate University formed the "Colgate University School Masters' Club," with the following officers: President, Prin. J. M. Thompson; secretary, Prin. G. L. Bennett, of West Winfield. The club proposes to hold an annual banquet at the time of the Principals' meeting. This year there were about thirty Colgate men in attendance.

UNIFORM EXAMINATIONS

HELD

Thursday and Friday, November 8 and 9,
1900

FOR

COMMISSIONER CERTIFICATES

Each of the following questions has 10 credits assigned to it unless otherwise specified.

METHODS AND SCHOOL MANAGEMENT.

Questions.

1. State three things that it is desirable for a teacher to know about a child when the child enters school for the first time.
2. In teaching geography what help may be had from a) stories; b) pictures; c) imaginary journeys; d) history?
3. a) Name four methods of teaching primary reading. b) What are the special advantages of the method you prefer?
4. Which should be taught first, long or short division? Give reasons for the answer.
5. Suggest two good methods for dealing with poor spellers.
6. a) What is to be gained in teaching history through different members of the class having different text-books? b) What will be lost through the use of this plan?
7. What is the chief object of teaching grammar?
8. In cold weather how may a schoolroom that has no ventilating apparatus be ventilated?
9. Give a good plan for dealing with whispering.
10. What must be accomplished through "busy work" in order to justify its use?

Answers.

1. Age, health and temperament, home surroundings, previous school experience.
2. a) Places are remembered more easily when their characteristics are fixed and illustrated by interesting narratives.
b) Pictures are the best substitutes for a visit to a place, impressing it on the memory as a reality as no word description can.
c) Imaginary journeys stimulate activity of thought by the pupil, fix his attention upon the place itself and in connection with other places, and also develops the imagination.
d) The teaching of history in connection with geography gives added interest to the spot where the event occurred, and makes both spot and event more real through the mutual association of one with the other.
3. a) The sentence method, the word method, the phonic method, A, B, C method.
b) Most schools are now using the combination of the word and sentence method accompanied by phonic work. The advantages of this are, that though the children begin with the sentence the word which is the element they first use in expressing themselves is almost immediately given, and they also have drill in sentence expression, which is the method of expression in youth and adult life. The process of the sentence, then the word, is an analytico-synthetic that is more helpful and more interesting than the word first and then the meaningless symbols known as letters. The phonic drill tends to fix attention upon the syllables and clear articulation

and prepares for the stage at which the children will be able to be given regular phonic work. Additional reasons may be given.

4. Authorities differ. Generally short division is taught first, because the child can keep in mind the whole dividend better. If long division is learned first, the child will thus work examples, which could more profitably be worked by short division.

5. a) Have misspelled words written in separate book, and drilled on until acquired. Have words missed reserved for the close of the week, and given to the poor spellers only.

b) Provide what is known as the game of "Logomachy"—a collection of letter cards with which defective spellers are required to build up the missed words. Poor spelling is due to lack of close observation of the syllable elements.

6. a) Different text books give different ideas of the period under consideration as well as different illustrations and anecdotes. The comparison of these secure interest and a broader point of view.

b) Different text books result in loss of time in the preparation of the lesson, and afford pupils inclined to shirk an excuse for not answering a question fully and accurately.

7. Grammar is the science of language, furnishes the pupil with a scientific understanding of the forms of correct speech, and trains the reasoning powers of the pupil.

8. There is nothing better than a board the width of the window, and about nine inches high, put under the lower sash. This secures an upward current of fresh air between the sashes, which, at the same time, does not strike upon the children. Even where there is a system of ventilation, this may be used in early fall and early spring.

9. Keep the children so interested with your knowledge of the subject matter and way of presenting it that they will be so engrossed with what you have to say or the work you have given them to do, that they will find no time for whispering. If this is done, what little whispering may still occur can well be let go unnoticed.

10. It must be educative, and have a perceptible relation to the work of the school. It must also pleasantly and profitably engage the time of the pupils, who must exhibit results to show that proper attention has been given to the work.

BOOKKEEPING

Questions.

1. Define a) assets, b) resources, c) debtor, d) bills payable, e) discount.
2. Interpret the following: $\frac{a}{c}$, $\%$, $\frac{c}{o}$, C.O.D., D.B., B.B., S.B., F.O.B., ult., #.

Glover, Warren & Co., of Watertown, N. Y., have the following memoranda:

Dec. 3, 1900. Sold Henry Newman, on account, 5 yds. Linen Sheeting at \$2. 17 yds. Cotton Flannel at 20c. 1 Carriage Robe, \$9.75.

Dec. 4. Bought of Gustavius Stewart (New York city), on account, 5 pieces Cambric, 220 yds. at 4c., 3 pieces Fancy Plaid, 85 yds. at \$1.20, 20 doz. Spool Cotton at 48c.

Dec. 5. Sold John Wile 7 yds. Fancy Plaid at \$1.35, 8 yds. Cassimere at \$1.75. Received in part payment, cash \$10.

Dec. 6. Sold for cash, to Irving Dean, 10 yds. Blue Serge at 90c., 2 pairs Blankets at \$5.75. Henry Newman gives us his Note in payment of account of Dec. 3. Received of Henry Newman, on account, cash \$20.

- 3-4. Rule proper forms, one page each, for day-book, cash-book and ledger.
5. Using proper abbreviations and conventions, enter transactions in day-book.
6. Enter transactions in cash-book.
7. Post accounts.
8. Close in proper form ledger accounts.
9. Make an itemized bill to Irving Dean (Dec. 6) and receipt the same.
10. Write note mentioned in transaction of Dec. 6.

Answers.

1. (a) The assets represent all property belonging to a business. (b) The resources represent all property belonging to a business. (c) The debtor is the receiver. (d) Bills payable are written promises to pay money to others. (e) Bank discount is that which is paid or received for the use of money. Commercial discount is the amount taken from a list price.
2. (a) Account; (b) per cent; (c) care of; (d) collect on delivery; (e) day book; (f) balance book; (g) sales book; (h) free on board; (i) last month; (j) number.

3-4

DAY BOOK

PAGE 7

WATERTOWN, N. Y., Dec. 3, 1900 DR. CR.

		DR.		CR.
	HENRY NEWMAN.			
13	To 5 yds. Linen Sheeting, @ \$2.00.....	\$10 00		
	To 17 yds. Cotton Flannel, @ 20c.....	3 40		
	To 1 Carriage Robe.....	9 75		\$23 15
	4			
	GUSTAVIUS STEWART, NEW YORK		CR	
13	By 5 pieces Cambric, 220 yds., @ 4c.....	44 00		
	By 3 pieces Fancy Plaid, 85 yds., @ 1 20.....	306 00		
	By 20 dozen Spool Cotton, @ 48c.....	9 60		350 60
	5			
	JOHN WILE		DR.	
13	To 7 yds. Fancy Plaid, @ 1 35	9 45		
	" 8 yds. Cassimere, @ 1 75	14 00		23 45
	CR.			
	By Cash.....			10 00
	6			
	HENRY NEWMAN		CR.	
13	By Note.....	23 15		
	" cash on acc't.....	20 00		43 15

A Tonic and Nerve Food

HORSFORD'S Acid Phosphate.

When exhausted, depressed or weary from worry, insomnia or overwork of mind or body, take half a teaspoon of Horsford's Acid Phosphate in half a glass of water.

It nourishes, strengthens and imparts new life and vigor by supplying the needed nerve food.

Sold by Druggists in original packages only.

but also the practical duties of life,—boys, a trade; girls, housework. e) Every school should have a library.

7. a) Object teaching. b) Oswego Normal School.

8. a) Usually an old and trusted slave. b) His chief duty was to conduct his charge to the different places of instruction,—in fact, he was the child's constant attendant. The pedagogue was also responsible for the child's morals and manners.

9. Deductive teaching trains the pupil to draw correct inferences from general truths. It also enables him to utilize the knowledge acquired by inductive reasoning, and by so doing, make possible new and more complicated inductions.

10. a) Socrates. b) Aristotle. c) Plato's system of education centers around the State, and everything was made subservient to the bringing of it to perfection.

11. a) Persian education was distinctly military in character, and the chief end of the education was to prepare the citizen of war. b) All of the male sex.

12. Humanistic studies are those which are generally supposed to promote refinement of taste and mental culture. The term is used also to distinguish them from the natural and mathematical sciences. Languages, literature and history.

13. The monasteries preserved classic literature, and valuable manuscripts; kept alive Christianity; maintained religious and educational interests; originated the course of study known as the "seven liberal arts;" furnished places of refuge for the oppressed.

BOOK NOTICES

TAYLOR'S FIRST READER. Werner School Book Co., Chicago.

Is a reading book for beginners that is based upon the truth that a child learns to read by reading, that he learns best to read by reading something worth reading and within the range of his own life experiences and interests. It is a book free from the mechanics of reading. It is believed that the best schools have far outgrown machine methods and machine-made literature for beginners in reading.

THE THOUGHT READER. Book I. By Maud M. Summers, Principal of the Goethe School, Chicago. Ginn & Company, Publishers, Boston.

"The Thought Reader" recognizes the thought as the reality, and the sentence as its outward expression. The material for thought is developed along three lines,—action sentences, games, and stories. The relation of muscular movement to thought is now generally recognized. This fact explains why action sentences should be used in the process of learning to read. The child's play interest has been correlated with his school work by means of games. Since these so thoroughly engross the child's attention, they furnish excellent material for reading lessons. One purpose of some of the the games used is sense and motor training. Dramatic expression is another element added to several of the games. Songs giving suggestive ideas for these have been introduced in order to satisfy the instinctive delight which all children have in rhythm. The stories are based upon the thoughts and emotions which are intimately related to the child's experience. The Suggestions to Teachers which preface the book explain the method, and are a valuable feature.

DEUTSCHES LESE-UND SPRACHBUCH. Von Wilhelm Müller, late Principal of the Fifteenth District School, Cincinnati, Ohio. *Erste Stufe*, 124 pp. Introductory Price, 36 cents. *Zweite Stufe*, Burdett & Co., New York.

Stufe, 159 pp. Introductory Price, 42 cents. The "Deutsches Les-und Sprachbuch" makes possible the successful teaching of German to young people in American schools as no other reader or grammar does. The pupil acquires the language and learns the grammar almost unconsciously, as he learns his own tongue. No stress is laid on formal rules, yet he gains a working familiarity with the language, and what is equally important and more difficult of attainment, a feeling for the language. It is not a literary and remotely foreign study, but a present, living reality to him.

The author not only knows his German language thoroughly, but he is an experienced teacher and appreciates the needs and the requirements of the schoolroom. The books should prove practical and thorough, and perfectly adapted to classroom use.

THE BOOK OF SAINTS AND FRIENDLY BEASTS. By Abbie Farwell Brown. Illustrated by Fanny Y. Cory. Published by Houghton, Mifflin & Company: Boston, New York and Chicago. 12mo, 147 Pages, Price, \$1.25.

The literature of childhood, having for its

object the acquaintance of children with the great world of birds and beasts by which they are daily surrounded, has largely increased in recent years; and to those who desire not only good literature for children, but a literature which will encourage kindness for and sympathy with the beast world, this must be gratifying.

Miss Brown's book is one of the best examples of this class. She has connected many anecdotes and incidents in the legendary lives of saints among birds and beasts, and woven them into seventeen stories which cannot fail to be interesting to children and even to older readers.

THE HISTORY OF THE UNITED STATES FROM THE COMPROMISE OF 1850. 4 Vols. By James Ford Rhodes, (The Macmillan Company) embraces the years 1850 to 1864; not 1850 to 1862, as has been erroneously stated. It covers both the development of the political *impasse* which ended in war, and the complete history of the Civil War itself.

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Vol. IV

FEBRUARY, 1901

No. 6

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| How to Study Botany | - - - | W. J. Beal, Ph.D. |
| Evening Schools | - - - | Prin. John D. Wilson |

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CONTENTS FOR FEBRUARY

Education and Business Success	JAMES B. DILL
How a Young Person Should Study Botany	W. J. BEAL, Ph.D.
Evening Schools	PRIN. JOHN D. WILSON
"School Men of the Hour"	SUPT. CHARLES B. GILBERT
	INSPECTOR JAMES H. GIBSON
"The Best to Be Found"	Exchanges
For the School Room—Recreation Problem of School Management	Intelligence
Mistaken Ideas of Thoroughness	Exchange
Centers of Life	
Teacher to Superintendent	Western Teacher
The Kindergarten—Glimpse of German System	Inland Educator
School Boards—Penmanship	
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NEW YORK EDUCATION

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VOL. IV

FEBRUARY, 1901

No. 6

EDUCATION AN ELEMENT OF BUSINESS SUCCESS

JAMES B. DILL, NEW YORK CITY BAR

I.

THE relation, if any, of education to business success, has been a much mooted topic. It has been discussed from different view points and has not always proceeded upon a complete understanding of the propositions involved. Both quantities, education and business success, have sometimes been assumed to be known, defined topics, admitting of little if any differentiation, as a basis for the discussion. A successful business man who present time, which points had no liberal education in his early days, is pointed out in support of the theory that there is no co-relation between education and business success. The fact, however, is often overlooked, that the man in question succeeded in educating himself during his business career, and that he was in fact a "self-educated man."

The fact too, is as frequently overlooked, that these men were more numerous in the last generation than in the to the suggestion that perhaps the conditions of business success have changed in the last few years. Again, the example of a highly educated man, who, because he has mistaken his calling, because he is a *misplaced man* has not been successful, is cited to establish the doctrine that a college education is detrimental to business training and business achievements.

We may assume that no exact rule applicable to every case can be formulated. There are two unknown—somewhat shifting—elements in the equation; the first is the man, and the second the kind and quality of education. To a certain extent each case must be a law unto itself, because the quantity and quality of education required, to enable a man to succeed in business, or, if you are more conservative, to facilitate his success—depends, first and foremost upon the man himself. Excepting

always the isolated case of the man who succeeds in spite of himself, we find it true, that mental strength is a foundation of business strength.

I stand for the proposition as a general rule, that mental strength is essential to business ability; that brain power is an essential element of business power, and to the extent that education produces and results in brain power in a man, to that extent education is an element and an essential element of success in business.



JAMES B. DILL

II.

EDUCATION

It will be quite in accord with the usual custom at this point to attempt to define the term education—whether academic, collegiate, university or otherwise, and perhaps to go so far as to say to what extent and in what lines a man should be educated in order to succeed in business. But to do this

at this point would, as I take it, invite differences which may be perhaps later avoided, or at least minimized if we could come to an understanding on certain preliminary matters.

The truth is education is not a fixed quantity. The man cannot be fitted to the education, the education must be fitted to the man. More than this, the education and the man must be fitted to the business in order to produce an educated business man.

No one would seriously question that a man should have some education to succeed. It may be obtained in the school. In the former generation it was often acquired, as in the case of Abraham Lincoln, by studying before the fireplace, or with the pine knot, but to do this advantageously has passed away and no one would be heard to recommend the advantages of a solitary self education such as Abraham Lincoln had as against the advantages of our academic, our preparatory schools and our colleges.

III.

BUSINESS SUCCESS

The term business success is often misunderstood. The successful man in the true sense of the word is not alone the man who makes an immense fortune, or the rare individual who receives a great money prize. This is not the success that comes to the great rank and file of men, and is not the success which we are discussing.

As our country continues to make progress, as business develops along the lines of combination in trade and manufacture, the great financial prizes become more and more rare, but on the other hand, under the lesser but more numerous business opportunities which present themselves to educated men, the field for successful work is constantly widening for the average man.

IV.

SOME CAUSES OF BUSINESS FAILURE

It is profitably at this point to touch for a moment upon the reasons why men fail in business.

Upon an examination of the majority of cases of men who have failed in business it would seem that the world was full of *misplaced men*. There is probably in the mind of every person here a score of cases

of men who have trained themselves for the law, but whose natural ability, more highly directed, would rather have placed them in the higher grade of Christian ministry, and thousands of men are seeking in commercial pursuits and in the professions to carry on independent original businesses who are fitted only to fill subordinate positions and to do directed work.

Few men having come to a realization of the fact that they had started on the wrong course, and entered in the wrong lines of work, have had the courage to turn around and start over again at the bottom and thus rise, although necessarily rather late, to a successful position in life.

The man wrongly placed usually does not discover his mistake until towards middle life, but at fifty he is too late to climb down the ladder upon which he has already mounted and begin again at the lower round of some other ladder. By this time he usually has others dependent upon him for whom he must continue to secure at least a daily existence. The case of many a man who awakes to find himself in this situation, but too late to change, is indeed pitiable.

V.

REQUIREMENTS OF MODERN BUSINESS

The corporation movement has tended to create a demand for educated men. It has rearranged men, and not crowded out men. This rearrangement is a great blessing to mankind, as tending to prevent misplacement of men, to check them early in their career of misplacement and put them on the proper ladder.

The first requirement is

Character. A man to succeed in the activities and responsibilities of corporation management must have also individuality, ability to work in combination, concentration, directness, power of analysis and tenacity of purpose. The winning of a football game to-day requires immense industry and great strength, but it equally requires effective and brain directed team work.

The corporation movement has eliminated the rich man's son and relative as a factor in business openings, because while in an individual business the father is willing, if necessary, to sacrifice to a large degree the good of the business to the good of the son and while also he fails to discern in his own case as sharply as would others

for him the defects of his son or his relative, nevertheless, the converse is true in large combinations, because each man criticises the action of the other as tending to impair the value of his own property in the general undertaking, and no man is as tender of the other's son as he would be of his own in a business enterprise under his own absolute control.

In the case of one of the large combinations lately effected in this country, a prominent and long-established business house controlled by one man, declined to join in the combination for the reason described, that the head and principal owner of the business desired to preserve it for his two sons, and he added frankly that if he should go into the combination he was afraid that they would not be able to stand in competition with others who would seek to obtain the same position which they would otherwise hold in the business if kept in his own hands—a tacit acknowledgement that the order of things to-day in the large combinations and under the principle of concentration of power tended to arrange men strictly according to ability, industry and integrity, rather than by reason of their relationship with heads of the business.

IS A COLLEGE EDUCATION AN ELEMENT OF BUSINESS SUCCESS?

This is a question impossible to answer in the affirmative in every case. It depends upon the man, and upon the kind of education. If nature intends the clerk to be a \$25 a week clerk, if he be a man with little or no individuality, a man only fitted to do directed work, then to such a man a college education is a luxury. Nay, more, it may create in him an intellectual appetite which, because his lack of productive ability will not enable him to satisfy it, will prove a source of disappointment to him. To the man who is intended to cut but a narrow swath in life, a college education is not an element of business success. Such a man wastes his time.

You have read of the man who desired to jump a small ditch and went back a mile to run and get a good start, but in running his mile he has so tired himself that when he came to the ditch and attempted the leap he fell short and was extinguished.

The successful industrial organizations of the day prefer college graduates in various departments of work, with a view to

so train them in the business that they shall ultimately fill high places of trust and responsibility. There is no trouble in procuring so-called "educated men." There is great difficulty in taking men of education and turning them into educated business men.

When I say the great corporations prefer college men I must add that as a rule they prefer college men who have been two years out of college, out of whose eyes have faded the dazzling halo of the Senior year, out of whose ears has gone the din of the baccalaureate sermon and the music of the valedictory address.

In about two years the college man realizes that education is the merest preliminary to the business of extracting trade dollars from the emergencies of life. Advisedly, I use the word "trade dollars," meaning hereby a dollar in which the public trades, and which the man has for value received, distinguishing it from the dollar which is given to him, distinguishing it from the dollar which has been left him by his father, distinguishing it from the dollar which he may win in speculation or by chance, and marking and emphasizing the trade dollar as the dollar which has been earned and for which a dollar's worth is given to the public.

The graduate from the University who has passed his Senior year and proposes to take his course in practical business must remember that he must in a business way begin all over again, must enter the freshman class and be again a freshman in the business world. There is no such thing as certifying a college man to an advanced grade in business. He must not only pass his entrance examinations for business but must stand the daily test.

If a young man has the wisdom to realize that the college course has simply been to him what the heat is to the metal, a primary preparation which emphasizes the quality of the stuff of which he is made, and at the same time has the sense to recognize the fact that he must begin as a beginner and trust to the quality of his metal to take him along faster and ultimately higher than a man who has had less original mental training, then he will get on in the world and will find that his education has not been merely an element, but an essential element, of his business success. On the contrary if the college graduate takes the position that because of his superior education, that

because he is a University graduate he is therefore already prepared to take at the start a high position, a dignified situation and no other, he will find himself a disappointed man.

The principle is this, a college education does not so much help a man to start at the outset on a high round of the ladder of business life, as to climb faster and ultimately to reach a more exalted position than his less educated competitor.

A college education will bring an element of strength, an element of success into the business man's career, subject to three conditions:

That the man himself has good original material in his make-up.

That the education is the right kind, is practical.

And by practical I do not mean simply relates to practical studies, but that the man is taught to solve difficulties, to meet issues squarely, to learn how to work rather than acquire the habit, by the use of translations, self helps, etc., of living by his wits and by the wits of others; the man in college who does those things becomes an invader of difficulties instead of a solver of problems. A man of the former class the world puts on the shelf without comment, while to the solver of problems the highest reward is paid.

Finally, if the man does not become a

theorist, an impractical man, and does not graduate with the impression that he knows all there is to be known; if on the contrary, he realizes that he has simply procured a store of information, or of mind training which later in life will enable him to succeed, but that his present duty is to take an humble opening and make the best of it, then to such a man a college education will prove an element of success.

The solution of this question, gentlemen, for the coming generation rests not with the business world, it is not with trusts or business conditions, but it rests with those men who have in their hands the formation of the character of the youth. It rests with the instructors of the country.

The world is always seeking the services of educated men of character, integrity, faithfulness, loyalty to employers and to themselves; and if your work produces such men you will have demonstrated beyond cavil the proposition that such education is essential to business success.

But, gentlemen, you are, and have been answering the question in the affirmative, for to no body of men does the country owe in larger measure and in truer sense its constant advance, its mercantile, commercial and financial supremacy, its position among the nations, than to the gentlemen who have honored me with their attention this evening.

HOW SHALL A YOUNG PERSON STUDY BOTANY?

W. J. BEAL, PH. D., AGRICULTURAL COLLEGE, MICHIGAN

IT was in 1861, that I went to Harvard to study under the guidance of Agassiz and Gray. Agassiz said he was glad to see me there and asked a few questions, observing that, "You must make up your mind to be poor all your life if you become a naturalist. With my mode of treatment students are about sure to become discouraged at first. I shall try your patience. If you study with me you must not look at a book for some months. You must learn to observe for yourself. After students once get started, they like it here." He assigned me to a table and handed me half a dozen dead sea urchins and left me with the remark: "I want you to see what you can make of them, and in a day or two I will see how you get

along." This was a queer way to study,—six dry specimens about the size of so many Baldwin apples and no books! I looked them over and over, part of the time using a small hand lens. I was glad when night came, for it seemed as though I had learned all there was to be learned of sea urchins. I broke them to pieces and made some drawings. The next day the Professor called with a smile saying, "Well, Mr. Beal, what have you seen?" He glanced at the drawings and I told him what I had done. He gave me a very few general hints of what to look for, and a few names of parts, noticing some mistakes, but made no corrections.

I supposed all of one day spent on these specimens certainly was enough. Not so:

I was to study longer. Thus he called for about five minutes a day during a period of three weeks, hearing what I had to say till I made some mistake, when he uniformly turned on his heel and left me saying, "You are wrong." I was surprised from day to day to find at the end of three weeks, that I was discovering something new every day. I had only two lectures a week, spending all the rest of the time on sea urchins. After this I dissected specimens which were kept in alcohol, and occasionally went to Chelsea beach to get fresh living specimens for study. I began to learn to see sea urchins, and it made little difference to me whether it was daylight or dark, whether the specimens were before me or not,—visions of sea urchins in all their details were all the time before me.

In a similar manner one species of star fish was examined, occupying about a week. Agassiz said: "These two animals, the sea urchin (a flattened sphere) and the starfish (with five arms), are composed of similar parts arranged in a similar manner. Learn how it is." The comparisons occupied several days. The next specimen was a spatangoid, an animal somewhat different from either of the others. "Now homologize these three." Then a third and a fourth specimen were given me, differing from all the others, and I was told again, "Compare. It is easy to observe isolated parts—any one can soon learn to do that—but when you compare two objects, you take a step in philosophy." In one case I was asked to make a paper model of a coral to illustrate my idea of its structure. Corals were compared with sea urchins and starfishes. This occupied me for over two months and during all this time, Agassiz never corrected a mistake, but kept me working till I found out for myself. It was about three months before I was permitted to see books on these subjects, but at that time their contents were carefully read and fully understood. Agassiz often said: "Study specimens and refer to books, and not the reverse, as is usually done. Text-book knowledge about nature does not amount to anything; it is a very poor basis of culture."

It has seemed to me that the work with Agassiz helped me more than that of any other teacher with whom I ever came in contact, and yet no teacher ever told me so little.

At that time we supposed that this kind of work was beginning the study of zoology in the right way, but in these days, some people are trying to make a new thing of it, by calling it "nature-study." Nature-study is seeing the thing which one looks at, and the drawing of correct conclusions from what is seen.

I spent months studying asters, golden rods, sedges and other plants with Dr. Asa Gray, who was always on the alert to keep me on the right track and point out the mistakes at once, saying, "It is not worth while to pursue a subject when you get off the right track."

For at least half a school year of daily work in beginning botany with ninety minutes a day, I require all students to pursue the plan of studying plants and not books. By all devices, I seek to get the results of the combined observations of all members of the class before I tell them what I think, or before they study books on the topic. Whether high school or college, the process is the same. With young pupils, I do not carry out Agassiz's plan to the full extent, but keep it constantly in mind, tempering the severity of the breeze to the shorn lambs. After such a training for twenty weeks, I am by no means so particular to adhere to this plan.

In many elementary text-books in these times—and they are numerous and multiplying rapidly—most authors recommend the study of what they call "types." For example, they advise studying one *Spirogyra*, one *Vaucheria*, one *Mucor*, one *Puccinia*, one *Ascomycete*, one *Marchantia*, one *Polytrichum*, and so on through from *Protococcus* to dandelion. In pursuing this plan, my experience convinces me that most students fail to see the connection and lose interest in passing from one isolated family or class to another. It may be well enough to study types, but pupils should not fail to study in that connection a considerable number of species that are somewhat nearly related, and by this means have the benefit of comparing similar objects. After leaving the structure of one violet, it is better to examine the structure of at least nine other species than to spend the same time in studying a single crowfoot, a chickweed, a geranium, a spiræa, a rose, a mint, a phlox, a mallow, a dandelion, a fern, though each of these may be studied at other times in connection with allied species.

There are yet teachers who assign regular lessons from a text-book with the use of no specimens. Is it possible that she was unable to procure large seeds of some common plants and set her pupils to observing and growing them in the class room? Had she not thought to collect dry seeds and fruits and racemes in summer and dry them for use in winter? Had she not heard of the method of collecting soft fruits and buds of flowers in quantity and preserving them in two per cent formalin till wanted? True, we cannot collect roses from a New York garden in January, nor maple blossoms in February, but our trees and shrubs in their winter garb furnish excellent lessons for weeks in winter, and this comes within the scope of botany, just as much as flowers in May.

For examples with branches of our elms:

1. Note the general features of branches, including the arrangement of buds and the abortive stem above the upper bud.
2. Note lenticels, corky ridges and the bark.
3. Note leaf scars, their position, shape and structure.
4. Note the scars left by the bud-scales, and minute buds in their axils.
5. See the scars left by some of the dying buds.
6. See the buds a) those containing a stem and leaves. b) those containing flowers.

The longer I teach the less I lecture students, though they usually like to be told, because it so much easier and quicker. They do not stop to think that they are studying to learn how to work rather than to acquire information.

In some classes, after studying a thing, I place duplicate pamphlets or books in the hands of students who make notes at leisure during the laboratory period. They like it.

Not long ago our State Superintendent of Public Instruction in examining teachers

for state certificates gave out half of his botany questions in the form of plants with a stage microscope, paper and pencil, with no use of books. While this is a very fair way, the pupils could not pass, because they had relied on a cram of books to enable them to pass.

Details before attempting to classify or generalize: I can commend (a) *First Book on Zoology* by E. S. Morse, published more than twenty-five years ago, for placing the chapters concerning natural groups in the last part of the book, instead of the first. "What a man can do is more important than what he knows."

At every step I encourage students to ask themselves the questions, "Why is this so?" and "How did it come about?"

Fortunate, thrice fortunate, is the botanical teacher who can draw diagrams well and with alacrity.

No person for the first twenty weeks should be at the trouble of learning to use a compound microscope.

I would only permit a student to use about three blank forms to fill out as a flower is examined, as it tends to relieve him from thought and tends to make a machine of him.

I place a very low estimate on the common practice of requiring each member of a class to "make an herbarium."

I encourage students to organize a botanical club and help them in preparing programs.

I find it encouraging to keep some motto on the blackboard two or three days, and then another. Here are three: "Mere book knowledge of natural history is a sham and a delusion." (*Huxley*).

"A trained eye is valuable in any kind of business."

"He who can teach only by the book had better not begin." (*Wesley*).

Laboratory methods are costly. For example, it costs five times as much to teach a class in parasitic fungi as it does to teach the same student history.

EVENING SCHOOLS

PRINCIPAL JOHN D. WILSON, PUTNAM SCHOOL, SYRACUSE, N. Y.

THOSE who are engaged in the ordinary affairs of life are scarcely aware of the constant and increasing stream of foreigners that we are annually receiving into our body politic, who are totally ignorant

of our language, institutions and laws.

During the earlier years of our history the emigration to our country was mainly from the British Islands, people who had, at least, our language, and were somewhat

familiar with the traditions and literature of our ancestors. Now, the influx is mainly from continental Europe, and how to reach and Americanize these people deserves our thoughtful consideration.

They come to us in the hope that they may better their condition; and if we meet them at once in a spirit of helpfulness, it will do much to make them good citizens, and firm supporters of our republic.

We have no institution that so readily and easily attracts these people as the evening school, and because they generally congregate in the centers of population, it devolves upon the cities to provide for them. Many cities are attempting with more or less success to make such provision. In many cases the effort is crude, ill-defined, spasmodic, and inadequate to meet the exigences of the occasion.

There are three classes of people who enter these schools; those who through indifference or lack of ambition dropped out of the primary or grammar grades of the day schools, those who were anxious to learn but by circumstances were forced out, and foreigners who want to learn to write and read our language.

Those in the first class are often either mentally or morally deficient. They want to go to evening school for a night or two when there are no shows to attend, to get, through the efforts of the teacher, the education which they begin to realize that they have lost. They are willing to take an education if it be served up quick, but it must not require any exertion on their part. It is extremely difficult to help these people.

Those of the second class want to learn and are willing to make some sacrifice to improve their minds. They will do well if provided with suitable studies and competent teachers. The third class, the foreigners, is by far the most important and deserves our special notice. They are eager to learn, but keenly sensitive, and require careful handling. They come to us from many lands. In our school of less than two hundred, besides English, Irish, Scotch, and negroes who can speak our language, we have Germans, Austrians, Poles, Russians, Roumanians, Jews and Japanese. Some of these have been educated in their own tongue, some not at all. Many cannot speak a dozen words when they enter school. They are of all ages from fourteen to seventy.

The length of term and number of evenings a week seem to vary in different cities. In most places the length of the term depends on the attendance. Some begin early in the season and close at the Christmas holidays. The number of evenings in a week varies from three to five.

The Buffalo schools have three sessions a week, Monday, Wednesday, and Friday. Rochester three, Monday, Tuesday and Thursday. Syracuse and Albany four consecutive evenings, beginning Monday. Utica has five. Those cities that hold school during four or five consecutive evenings a week seem to be the most successful in securing regular and continued attendance. This is reasonable. Action follows interest. Pupils are more likely to become interested where school is open every evening.

In those cities where there is a large Jewish population it is impracticable to hold school on Friday evening, that being the beginning of their Sabbath; so that four consecutive evenings is probably the right number, in a large majority of cases. It is enough to hold the interest of pupils, and gives teachers a little time to rest at the tired end of the week.

The length of the term should be fixed beforehand, and not made to depend on the attendance. How long could a day school be run on that principle? A school should not be permitted to run down. It is always best to have an object to work for. If the duration of the term is definite, teachers and pupils will try to accomplish it. There should be two definite periods, eight or nine weeks before the holidays, and the same number after them, with a vacation of two weeks between. So many work in shops and stores during the week before Christmas that the attendance is apt to diminish if school is attempted that week.

In Syracuse, some of the schools have been fairly successful in securing regular attendance. In one school having a total registration of 160, last year, the average attendance for the first two weeks was 92, for the last two weeks 96, and for the term of sixteen weeks, 92. So, for this year the total registration is 154 and the average attendance 106.

The personal influence of the teacher is the most important factor in this whole matter.

The evening school should not be used to make places for the worthy poor who

may be out of employment, nor waiting graduates of teachers' classes, nor would be lawyers, and doctors who want to earn a little money to help themselves into a better and more remunerative business than teaching school. Only the *very best experienced teachers of proved ability should be employed*. They should be tactful, ingenious, and persevering, strong, sympathetic, and wise; capable of leading and willing to work; having firmness without harshness, and kindness without weakness. These should have had their experience in or near the district where the evening school is held, and know as much as possible about the people living there.

The same teachers, if successful, should be employed from year to year.

In our own school, foreigners have learned to read and speak our language in less time when under the tuition of teachers using only English than when teachers speaking several other languages were employed. It forces pupils to use the new language. We use the alphabet and word methods. We show pictures and objects to represent the nouns, and *act* verbs. Pupils copy and read a great number of sentences on cardboard.

A class of sixteen who entered school last winter *unable to speak a single sentence in English*, read through four books of first and second reader grade. This winter they are reading in third and fourth reader grade, and practicing letter writing. They can converse freely and easily.

The kind of classes to be formed should be advertised before the opening of school; for schools below high school grade, something like the following: Beginning classes in reading, spelling and writing. Intermediate classes in reading, spelling, writing, arithmetic and elementary civics. Advanced classes in arithmetic, grammar, and one high school study; either book-keeping, algebra or physics.

Quite a large number of seventh and eighth grade pupils, and some who are graduates of the grammar schools, enter the evening schools every winter; but it is difficult to hold them. They soon tire of all review work. If this class of students were give *one* academic study, it would have the effect to reclaim some of them to re-enter day school; and all would be benefited by the awakening which comes from the pursuit of a new subject of study.

All who can should read American history. We have used, with good results, Eggleston's First Book in American History; Judson's Young American; Our Own Country, of the World and its People series, and Fifty Famous Stories.

We have used various means other than the so-called regular school work to interest and gain the good will of pupils.

The principal stands in the hall from 7:00 to 7:30 to meet and place those entering for the first time, to advise or encourage those who need it, and above all to say "Good evening" to all who come. Teachers say "Good night" to pupils at dismissal. These are but matters of common courtesy, too often neglected in school.

We inquire about absentees and sometimes write to them. We use the stereopticon one or two evenings a week, taking a class at a time into a room prepared for the purpose. We ask day-school pupils and kind hearted people to contribute magazines and illustrated papers. These are given to the evening school pupils; also discarded text books from our own and nearby schools. Short talks on American history and government are regularly given. Our purpose is to give them just as much information concerning our own country as possible.

It would undoubtedly be wise for the larger cities to employ an assistant superintendent to give special attention to the evening schools. The regular superintendent has enough to do without giving thought to them so far as kinds and methods of instruction are concerned.

If only the best, experienced teachers were employed, a superintendent might not be necessary; but it is easier to secure the services of one good man than of a large number of good teachers. Such a man might be a help and an inspiration. He could plan and supervise the work, and make the evening schools what they should be, a means for converting the great number of foreigners who come to our country, into intelligent, patriotic, American citizens.

DECIDE not rashly. The decision made
Can never be recalled. The gods implore
not,

Plead not, solicit not; they only offer
Choice and occasion, which, once being
passed,

Return no more. Dost thou accept the gift?
—Masque of Pandora.

SCHOOL MEN OF THE HOUR

Supt. CHARLES B. GILBERT

(For portrait see front cover)

EDUCATIONAL circles were surprised when it was announced that the ponderous labors of some members of the Rochester School Board, presumably aided and abetted by the educational omniscience of Brother Winship, of Boston, had finally culminated in the selection of Charles B. Gilbert, of Newark, N. J., as Superintendent of Schools of Rochester. The surprise was not the selection of Mr. Gilbert, but rather his acceptance of the place. The unsettled condition of affairs at Rochester ever since the advent of the present school board is a matter of common knowledge. That this board had and has excellent intentions, and that their efforts thus far, generally speaking, have been for the good of the schools of that city, we firmly believe. Their procedure in seeking what they consider a progressive and efficient city school superintendent was so theatrical and sensational as to almost bring the whole matter into general ridicule, and induce self-respecting men to decline to have anything to do with the matter. In view of this fact, it is all the more surprising that Superintendent Gilbert allowed his name to be used in connection with the place.

If Superintendent Noyes was not the superintendent Rochester ought to have, it is certain he was the superintendent Rochester apparently wanted. Most superintendents will be but little in advance of their school boards, and principals and teachers are likewise affected. The statement that what the people want they will get is as true in school matters as elsewhere. There was and is as good teaching material in the Rochester city schools as anywhere else, and they gave that city just the kind of schools the old-time school board was willing to pay for and evidently wanted. Under the newer, and we believe, better conditions, these teachers are capable of giving Rochester, schools comparable with the best in the country.

To have good schools, teachers must be paid wages that will enable them to live cultured lives, to read much, to travel some. School accommodations must be healthful, ample and pleasant. School supplies and equipment must be plentiful, up-to-date

and promptly furnished; school board sentiment must be sympathetic and appreciative of the progressive and enthusiastic teacher, and show that in a practical and substantial way.

The superintendence should be as intelligent and up-to-date as the workers and equally active.

Mr. Gilbert comes to the City of Rochester a scholarly man, a man of ripe educational experience in all lines, including supervision. He is a man who we believe looks upon supervision as a work that must necessarily be arduous, make one enemies, and deprive a man of any idea of ending his days in any particular place, if he desires the schools under him shall continually show growth and progress. It is with this knowledge, we believe, he has left Newark, just as he left Minneapolis. He has in a very short time done a great deal in Newark toward the betterment and the uplifting of its schools to a higher plane. He probably considers that he has done all that he can for the present there; that it will take Newark some years to assimilate and round to a general acceptance of the new ideas; that his work there, for some years at least would be simply holding on to the advanced position he has brought them to and resisting the efforts of reactionaries to move in a retrogressive direction. In view of this, and the fact that there is unquestionably work to be done at Rochester, he gathers together his armor and sets out on a new mission. That it will be successful as far as improving the educational conditions in that city we have no doubt. That it may be as pleasant and as enjoyable as such work can well be is our earnest wish.

Charles B. Gilbert was born March 9, 1855, in Wilton, Connecticut. He graduated from Williams College in 1876, and began his life as a teacher in a boarding school at Norwalk, Connecticut. In 1878 he moved to Minnesota, and was principal of a high school successively at Mankota and Winona in that state; and at Beaver Dam and Oshkosh, Wisconsin. He was elected principal of the high school at St. Paul, Minnesota, in 1889, and was advanced to

the position of Superintendent of Schools in that city. He held this position until the time that he was called to the Superintendency of Schools at Newark, N. J., in 1896.

He was president of the Department of Superintendence in 1895-'96; for three years lectured on School Administration at Teachers' College, Columbia University. He is also author of numerous articles on education, and was joint compiler and author of "Stepping Stones to Literature."

Inspector JAMES H. GIBSON

DISTINCT, yet important, is the work of Inspector James H. Gibson of the Regents' Department in the educational work of the State. To him is entrusted the inspection of physical apparatus in the schools under their supervision. He assumed his present duties in 1892.



JAMES H. GIBSON

He is a pioneer in this field, beginning as an independent inspector and repairer of such apparatus in 1880. There was a wide field for this work, for much valuable apparatus was lying useless in the laboratories, owing to lack of experience of school men to place the same in working order. So well-known and valuable became his services, that he received calls, not alone from

all parts of this State, but from all parts of the country.

James H. Gibson was born in Genesee county, New York, and in one field or another his life has been spent in educational work. He came of English, Welch and Scotch descent—which carries with it longevity, activity and good sense.

He began his pedagogical work as a teacher in a district school near Batavia, N. Y., and was afterward an assistant teacher in Genesee and Wyoming Seminary. He was active in the establishment of the old Arcade Academy, and was for many years a member, and then president of the board of education there. His last teaching service was done in Arcade Academy.

THE QUEST

There was once a restless boy,
Who dwelt in a home by the sea,
Where the waters danced for joy,
And the wind was wild and free;
But he said, "Good mother, oh, let me go;
For the dullest place in the world, I know,
Is this little brown house—
This old brown house
Under the apple tree."

"I will travel east and west;
The loveliest homes I'll see;
And when I have found the best,
Dear mother, I'll come for thee.
I'll come for thee in a year and a day,
And joyfully then we'll haste away
From this little brown house—
This old brown house
Under the apple tree."

So he traveled here and there,
But never content was he,
Though he saw in lands most fair
The costliest homes there be;
He something missed from the sea or sky
Till he turned again, with a wistful sigh,
To the little brown house—
The old brown house
Under the apple tree.

Then the mother saw and smiled,
While her heart grew glad and free,
"Hast thou chosen a home, my child?
Ah, where shall we dwell?" quoth she.
And he said: "Dear mother, from east to west,
The loveliest home, and the dearest and best,
Is a little brown house—
An old brown house
Under an apple tree."

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

SOMETIMES, just to have one's mood

Comprehended is relief:

Simply to be understood

In one's sorrow is a good

That avails to soften grief.

—*Mary E. Bradley.*

WHOLLY new discoveries in the domain of child nature are scarcely to be looked for; but rather a more careful exploration, fresh points of view, better insight, juster emphasis, something like a new reading of an old and familiar book.—*Russell.*

THE people need to know that all the money paid for education is a good, safe investment paying a large dividend.

Competent teachers employed insure all this. The means and "methods" adopted do not interest the people or the tax payers—the results do interest all.—*Exchange.*

KEEP your purpose in view, and see to it that you yourself do not stand in the way of its accomplishment. We are not so often defeated as we do defeat our own selves.

The surest and most effective way of improving humanity is to direct your efforts toward the improvement of that part of it represented by yourself.—*Florida School Exponent.*

THE marrow of education is itself destroyed if the first fresh presentations become old without being perceived; if lifeless repetitions are tediously extended where interest should eagerly seize, if the form of speech, in which wealth of conviction can best love to express itself, are bereft of their spirit, and laid away as corpses in the caverns of memory.—*Herbart.*

ONE of the sharpest tit-for-tat occurrences of recent date was in Chicago, on the occasion of the address of President Andrew S. Draper of the University of Illinois, in the course of which he referred to the efforts of the teachers to have the corporations taxed, saying, "Let teachers stick to teaching." Quicker than thought, a teacher said, "Practice what you preach."—*N. E. Journal of Education.*

THIS is the policy and effort of the school to make the most and the best of every child. Let this be stated, re-stated, worked for—published until the hearts of the people are aflame with interest and zeal for school advancement. Then there will be school libraries furnished for every district—constant, cordial, earnest co-operation to help the teachers—help the pupils—help each and help all.—*Exchange.*

THE children certainly start a great deal better in their reading than they used to. The mechanics take so much less time for their mastery the interest is so much greater, the voice is more pleasing, the inflection is more real, the emphasis less strained. Of course, there is still room for improvement; there will always be. There is a great difference between the best in different schools, and there will always be, but the general results are far above those of other days.—*American Primary Teacher.*

BLESSED is the school principal who knows good work when he sees it, and is willing that the teacher should do it in her own way—even if it should not be his way.

It is true, for the most part, that teachers are but poorly paid; but did you ever stop to think that pupils are also sometimes poorly taught?

The value of a teacher cannot be estimated in dollars and cents. Her work is priceless—that is it is either beyond price or utterly without value.—*Florida School Exponent.*

GOOD teachers do not try to "keep order" by a system of rules and penalties, but expect order to result from the proper employment of pupils under direction of the teacher. Again, good teachers do not "keep order" by suppressing disorderly tendencies of pupils, but by substituting exercises that will furnish occasion for healthful activity. Good teachers do not usually desire to "keep order" that in point of stillness will meet the "pin drop" test, but they expect and enjoy the "hum of industry" that comes from the interested occupation of pupils. Good teachers do not

"keep order" as an end, but as a means of carrying on the business of the school.—*Texas School Journal*.

THIS is the richest country the world has ever known. We are loaning money to Europe—loaning ideas, too. We spend in America for the support of our public schools a scant two hundred million dollars a year. Yet we raise a like sum for war and fighting machines, and the tax is so light compared with our resources that only faint murmurs are heard.

Now suppose we awake to the truth that war is waste, and worse,—that we stand in no danger and need few soldiers, that we had better educate our boys and girls at home than indulge in doubtful, old-world experiments—then what? Why, we'll reduce our fighting force and use the money to increase the efficiency of our teaching force. We will let children grow strong and unfold through doing things, and talking about them as they do them, and pupils and teachers will grow strong together. We will do away with truancy, trampism, hoodlumism, and lesser crime by nintenths. We will not suppress bad or restless boys, we will divert them and direct their energies into paths of usefulness.—*Elbert Hubbard, Philistine*.

A BRAKEMAN on the Erie railroad fell from his train and had his leg cut off by the car wheels. He constructed a tourniquet with his handkerchief and knife and stopped the hemorrhage. He then built a fire to warm himself and signaled the next train, by which he was taken to the hospital.

The *Philadelphia Medical Journal* quotes this instance as an example of the value of instruction in first aid to the injured, and urges that all upper-grade school children should be taught so much of applied physiology as will enable them to act sensibly in case of accidents to themselves or their fellows.

By a study of the death statistics in the State Hospital for the Insane at Poughkeepsie for ten years, Dr. Pilgrim, its superintendent, has determined that the largest number (20 per cent) of deaths occur between three and six P. M., the next larger between six and eight A. M., and the least number in any one hour between four and five A. M.

This accords with Dr. Lombard's investigation regarding the diurnal variation of strength, in which he found that the strength was least at four o'clock A. M. and four o'clock P. M., and greatest at ten o'clock A. M. and ten o'clock P. M. It has further been noted that suicides occur at these same periods of least strength.—*Journal of Physical Culture*.

DESPITE the rapid growth in our urban population which has been so noticeable during the last two decades the report of the latest census shows that at least two-thirds of the people of the United States still live remote from the larger centers of population, upon isolated farms or in small mining and fishing villages. It would seem, therefore, that two-thirds of the children of the United States must depend, for that part of their education which is to be gained from books and school-life, mainly upon the common district school. This being the case, it is a matter of the utmost importance that these schools, the main or sole dependence of ten millions of school children, are brought up to, and kept at, the highest possible point of efficiency and usefulness. Let it be freely admitted that most cities and towns have schools of which they are justly proud, for whose improvement they are most zealous; that the higher institutions are doing well a most important work. The fact remains that the town school reaches only the minority of our future citizens, that the great majority begin and end their school life within the walls of the district school house, and are affected only in an indirect way by the influence of the higher institutions. In view of this it is well to look closely into the conditions and problems of the rural schools, to examine closely into the causes of existing deficiencies and to search for means of possible improvement.—*Florence Burlingame, in the School Journal*.

PRESIDENT ELIOT says: "A new motive is presented in our day to the teacher, the parent, and the children—the motive of joy through achievement. The great joy in life for us all, after the domestic affections, is doing something and doing it well, getting where we want to get, and bringing others where they would like to be.

"Give every child, we say, the joy of achievement. Do not set it to do what you

know it cannot do well. Set it to do what you think it can do well, and show it how. That is just what goes on in a happy kindergarten, or in a successful university conference or seminary.

"This is the new and happy aim in modern education—joy and gladness in achievement. I need not say that freedom is necessary to this joy.

"Schools used to set children doing things they could not do well. That, fellow-teachers, is the unpardonable sin in educational administration. It is not for the happiness of the children only that this new motive—to increase joy—has come to bless us. It brings new happiness to the teacher also. It is means of happiness for everybody throughout life.

"As a result of the advent of this new policy we are learning not to use with children a motive that will not work when the children are grown up. To be sure, we must admit that this doctrine condemns almost all the school discipline of the past, and much of the family discipline; but the future will not mind that, if it finds the new doctrine beneficent."

WHAT is knowledge, then? It certainly is not an acquaintance with mere facts. Knowledge does not come from the dictionary or the encyclopedia. To know the names or even the color and forms of all birds in your neighborhood will not make of you an ornithologist; to know all the notes in the gamut or even to be able to read them in their combination on the musical staff does not make a musician of you. To know the bird you must know its relation to other birds, its habits throughout the year, what it feeds upon, where it nests, and where it spends its winter. To know morals you must know the Ten Commandments in their relation to life, how they apply to conduct on the playground, in the school, in the home, in business. Knowledge is ordered information. Bread and milk are not strength. They become strength only when digested. So the facts of life are only the material out of which knowledge is made. Knowledge is always the combination of the fact and thought. The more that facts and thinking combine the more is knowledge acquired.

What is knowledge, then? It is not memory. It is not familiarity with facts. It is not observation. It is not even experience.

It is all these put to soak in the human mind. It is all these digested by the human brain. So we put facts into the thought-hoppers of boys and girls. They are ground in the thinking mill of life and they come out as knowledge, ideas which can be baked into the bread of wisdom. This gives strength, gives purpose, and makes for power.—*Penn. School Journal*.

IN visiting schools no one thing is more universally borne in upon me than that the teachers are inclined to go too fast for immature minds to follow. Of course the teachers err in this respect much more when there are visitors than they would ordinarily, but even making this allowance, there is a decided impression that the tendency is to go too fast. However we may differ as to the merits of individual teaching, there cannot be two opinions as to the necessity of the looking individually after every child that does not get clearly in mind the thought of the lesson. It saves much time to remove uncertainty from a child's mind early. You need not take the time of the class to make clear to a little girl why she is expected to borrow one of the tens in subtraction, but you should take time within twenty-four hours to make it clear to her.

Some teachers are disturbed about "borrowing" in subtraction. They insist that "take" is much the better word. Why? Why not? As a rule these discussions are liable to breed confusion, to divert attention, but if the discussion is worth while, it should be remembered that "take" is the general term continually used in the example. From 123 "take" 99. First "take" 9 from 3. As you cannot do this, you "take" one of the tens, making 13, from which you "take" 9. There is no distinction between the ordinary use of the word "take" and the special taking of one ten for units use. There is no perceptible trouble in "borrowing," especially if you use the method of "paying" the tens in the subtrahend what you borrowed from the tens of the minuend. No child is ever confused by borrowing, he may be by taking.—*Exchange*.

I HAVE learned much about playing by attending the university presided over by my small daughter, Caroline Cobweb. She was a long time in grasping the idea of a game. With her, as doubtless with most children, the first game was hide-and-seek,

but it was a very primitive hide-and-seek. I would solemnly put my hands over my eyes, and away would dart the midget to the other side of the room, where she would possibly bury her head in the sofa pillows. "Hoo-o-oo!" she would cry, and I, turning my back upon her, would hunt behind doors, under chairs, beneath the table-spread. Her bright eye would be on my operations, I was sure, for every failure was met with a delighted giggle. A very little of this sufficed, however, for my impatient girlie. "Hee' yi!" ("Here am I!") the wee voice would pipe out, and she would fling herself upon me in a torrent of bubbling laughter. Ah, it was a fascinating game.

There was not half the fun when I hid, because, in my stupid, grown-up way of doing things, I would find a *real* hiding place. I would often go so far as to get behind the door or under the piano, and very soon I would hear a little girl breathing hard, and a pleading cry on the edge of a sob would warn me to rush from my ambush and begin to play again.

Caroline was right, as usual, and the tiresome folks that play "to beat" are wrong. The heart of a game is not the score, but the merriment; not to be victorious, but to be vivacious; not to beat, but to romp. These solemn-eyed, long-faced ninnies that make an evening's hard, strenuous labor of a game of chess, and worry over their old golf record as if it were to go on the books of the recording angel, ought to take a few lessons from Professor Caroline.—*Christian Endeavor World*.

WRITING of the actual progress made in spelling reform Editor Stearns says:

"To zealous reformers this process seems slow, and therefore unsatisfactory. It may be that the case is really more hopeful than it appears at a glance. The first steps in any reform present the greatest difficulties. Interest in the movement must be awakened, its real importance must be made evident, the public must become accustomed to new forms, and learn to recognize that there is nothing sacred in the anomalies in which they were patiently and painfully drilled in their youth. The popular reverence for established usage and authority is useful and deserving of patient consideration. If proposed changes are reasonable and valuable, and agitation for them is persistent,

they will certainly make their way. The world becomes less immobile, less firmly bound in the chains of tradition and authority every year. A change which tends to simplify spelling, to do away with anomalies, to carry out uniformly the general analogies of the English usage in time commends itself to fair minded and progressive men as convenient and reasonable. The rule for individuals therefore would seem to be to lend themselves in their own usage and influence to any changes of this sort which seem to be meeting with favor. For instance, why should we not uniformly use *f* as the symbol for the sound it designates? Why should we not drop silent and useless letters? Why should we not confine the use of that final *e* to the words in which it serves to make the preceding vowel long? These changes are reasonable; they simplify English spelling, and so are soon found to be convenient; one's hesitation arises wholly from a doubt whether they are yet sufficiently winning their way. In this particular organizations and societies are extremely useful when by resolution they can carry over to a new practice a sufficient body of men to give it such a chance of winning its way that individuals will feel at liberty to join the movement. In this matter, as in many others, careful men seek to find how they may combine

'Some reverence for the laws themselves have made,
Some patient force to change them when we will.'

—*Wisconsin Journal of Education*.

It is of interest to put side by side with our slipshod methods of training teachers the orderly, systematic provisions made by France. There are three classes of normal schools in France, and a prospective teacher enters one or the other according to his intention of becoming a teacher in an elementary school, a teacher of teachers, or a teacher in the secondary schools. To understand clearly the difference, it must be borne in mind that French schools are classed as elementary and secondary not because the elementary precedes the secondary, as with us, but rather with reference to the leaving age of the pupils. These children who must in all probability leave school at thirteen or fourteen attend the elementary schools; those who are able to remain until eighteen attend the secondary

schools; a pupil does not pass from the elementary to the secondary school, since each class of schools has a different object, and each has a program of studies complete in itself. The first of the three classes of normal schools trains those who are to be the teachers in the elementary schools; that is, those who are to be the teachers of boys and girls fourteen years of age and under. One such normal school for young men and for young women is by law established in each of the eighty-seven departments of France, although it is possible for two sparsely settled departments to secure an authorization from the president of the republic to maintain a normal school in common, and the present tendency is toward the consolidation of the work in such departments.

The organization of all these schools is simple and uniform. Admission to them is determined by competitive examination, and candidates who have failed twice are not permitted to try a third time without the special permission of the highest academic authority. The minimum age of admission is sixteen, the maximum eighteen, and the candidate must be free from any physical infirmity that would interfere with his success as a teacher. The candidate must

already have passed the examination entitling him to a license to teach in the elementary school (*brevet elementaire*).

Another interesting feature of the French system of training is that every graduate of a normal school is compelled to begin his apprenticeship in one of the provinces. Paris still dominates France, and everyone whose student life has been in Paris feels that he can not live away from the attractions of the city, while those who have been educated in the provinces feel that a residence in Paris at some time during his life is the birthright inheritance of every Frenchman—those who have been born in Paris can not live elsewhere, while those born in the provinces must live in Paris. Without regulation Paris would be surfeited with teachers and the provincial schools receive only the remnant. But at this point the law intervenes, and it is inexorable. The government guarantees a position to every graduate of a normal school, but it compels the first position to be taken in a provincial school. This does not, of course, prevent a teacher from receiving later an appointment in a Paris school, but while Paris may be the goal of a normal school student, it can not be his starting point.—*Exchange*.



The Capture of Major Andre, Sept. 23, 1780. From "Stepping Stones to Literature," a Reader for Seventh Grades. Copyright, 1898, by Silver, Burdett & Company.

FOR THE SCHOOL ROOM

THE RECREATION PROBLEM OF SCHOOL MANAGEMENT

IN order to control a school and manage the work of the pupils the teacher must know how to manage her own work and play, or rest as she chooses to call it. If she has not sufficient recreation both herself and school must suffer. Outsiders can with difficulty understand this. They are likely to reason: "You teachers have an easy time of it, only five hours of work for five days in a week, with three months of vacation in summer. Think of us business men with ten hours of work for six or seven days a week and only a week or two out of the entire year for vacation. Then we have to deal with men who are trying to defraud us, while you deal with children in a friendly way. Your salary is sure, you can feel secure about money matters, while our business is likely to fail at any time."

All this is true, but look at the teachers. Can you anywhere see a more worn, over-worked class of people? There are several reasons why this unfortunate state of affairs exists. A teacher in the *Michigan School Moderator* thus sums up the situation:

"The teacher is under the wearing strain of imparting a certain amount of learning to pupils, a large part of whom do not wish to learn, and at the same time maintaining good order in both class and school. In colleges the classes are mostly made up of members who are interested in study, who are pursuing subjects of interest to themselves, and who realize the value of the work they are doing.

"But, in the common school, a large part of the pupils have little interest in, or capacity for study. They come to the school because they must. In the college the professor presents his theme in as interesting a way as his ability or industry permits and leaves the student to take the consequences of attention or carelessness. The student may study or not outside the class as he pleases, but in the public school it is very different. The teacher must compel the scholar to pay attention whether he wishes to or not; she must force him to study though it is sorely against his will. The college professor needs ability and learning. But the common school teacher needs the tact and will power which lie at the foundation of school management. By

a person of fair ability the amount of learning imparted in a common grade might be mastered in a week, even if it were entirely new. The great demand upon the teacher is will power, not learning, a fact which should be better realized. She has to set her will very often against the wills of fifty or sixty scholars, and yet her will must always constitute a majority. Those who have no experience in teaching cannot realize how much watchfulness and firm determination is necessary in order to secure good work from an average school. We teachers ourselves do not realize how much vital force we are spending. A large part of this expenditure is unavoidable and there is no cure except to divide the classes. But meanwhile let me suggest a program of work and play which may perhaps diminish some of its worst effects.

"After the dismissal of the school at three or four o'clock, the teacher is not fitted for any further work until supper, or dinner, whichever she may happen to have in the evening. Now, in the wise utilization of these three or four hours, very much of the teacher's success may depend. School work has a strong tendency toward nervousness and nervous breakdown. At the end of the day the mind is very likely perplexed and there is probably a tendency to melancholy arising from the overwrought physical and mental condition. The one thing absolutely necessary is that the teacher during these hours should divest her mind, as completely as possible, of all school problems and worries. She cannot hope to think sanely on these subjects while she is in this condition. She needs rest and recreation. The nervous condition of the teacher requires that these hours be spent in the open air if possible. In this way she can become acquainted with the local geography, the local productions, and industries, and can make a collection of the plants, minerals, and animals of the vicinity. This would make a very useful school museum. But the one thing necessary is that the time between the closing of school and supper shall be given up to some outdoor amusement. Rowing, sailing, ball, tennis, or whatever presents itself may be accepted, only have some amusement and get the most cheerful

companion you can find to enjoy it with you.

"The evening is a most important period, but it should not be largely spent on the daily routine of studies. Elementary teaching is one of the least intellectual of all professions. There is no position in which it is easier to fossilize. How is the teacher who every year grinds over again her small grist of arithmetic, grammar, geography, and what not, to maintain an interest in the affairs and progress of the world? How is she to avoid degenerating into a machine for turning out a certain amount of arithmetic, grammar, etc.? It is not realized by many but it is true that there is nothing more deadly to the intellect than the routine and worries of a common school. There is only one answer to the problem, the teacher must also be a student. It is quite as well if the studies pursued are not directly along the line of school work, but they must give a good mental gymnastic and keep alive an interest in life and progress. Suppose four evenings a week are spent in study, three will do very nicely, but four are certainly sufficient.

"There is another side to school work:

"The teacher who would maintain the pleasing personality, so necessary in dealing successfully with human beings, should have a society life as well. Down with the theory of teaching which would make a plow horse of the teacher! The problems of school are problems of social management very largely. Every grain of social tact the teacher may acquire is a direct gain of the highest kind. Our colleges have been teaching psychology for years in a vain attempt to give such a knowledge of people as every society woman acquires for herself in a short time. Let the teacher spend two or three evenings a week in a social way.

"If the teacher rises reasonably early she will have one or two hours for preparation in the morning while her mind is clear. This will enable her to serve up the work fresh to her pupils, and this time should be quite sufficient.

"This program contemplates a threefold division of the day outside of school. From school to supper to be given entirely to amusement, evenings to be given partially to society and partially to work, and the mornings to be given to preparation."

Before commending or condemning the foregoing try it a little time and see how it

works. If your mental and physical condition is better and your school work easier and better managed, your pupils working well and pleasantly, the experiment will well repay the trial.—*Intelligence*.

MISTAKEN IDEAS OF THOROUGHNESS

There are many conscientious teachers who are wasting time through failure to appreciate the fact that even the excellent quality of thoroughness has its limitations. Slipshod, slouchy work is so miserable a thing that some in their eagerness to escape this Scylla have run upon the Charybdis of over thoroughness. Superintendent Seaver, in an address to the Boston teachers, said:

"The common notion that no degree of thoroughness is too great to be worth the time and effort required to attain it is a great mistake. There is often serious waste of energy caused by working too long for mere perfection of details. An eminent teacher and writer on pedagogy told me a bit of his experience which well illustrates this point. He was a boy taking lessons on the violin from a celebrated teacher. At the end of one of his early lessons, he was much dissatisfied with his performance. He asked his teacher to be permitted to take the same exercise again for the next lesson, so that he might learn it more thoroughly; but the teacher refused, and gave a harder exercise for the next time. Again the pupil's performance was not satisfactory to himself, and again he asked permission to review. But no, the teacher assigned a still harder exercise for the next lesson. Finally, after a course of these exercises, growing steadily harder and harder for each lesson, the pupil came back to the earlier exercises, which meanwhile he had not been permitted to review, and performed them with the greatest ease. Then he perceived that reviews of those early exercises would have been a waste of time."

Dr. W. T. Harris points out the fact that something worse than the waste of time may result from over-thoroughness, namely, a condition of arrested development. It is commonly assumed that even though time may be wasted in securing a high degree of thoroughness, the pupil will be so much better fitted for higher work. How erroneous this idea is is shown by this quotation from an address by Dr. Harris:

"We must therefore, in the science of pedagogy, first fix in our minds the ideals, and then we must see how to elevate the child toward those ideals. We must ascertain what studies are necessary, and at the same time discover how much study of them is good and wholesome, and where they begin to be hurtful and arrest development. We all know how the good teacher loves to have her pupils linger on the round of a ladder where she is laboring. Under the plea of thoroughness she detains them, sometimes a year of more, on a lower round, not to their advantage but to their detriment. Before they ascend to the next round they have become listless and mechanical in their habits of study; and yet, it is certain that the school discovered an essential part of its method when it first saw the importance of thoroughness. Thoroughness is necessary in all good instruction, but it is not good when carried to a point where induration, or hardening into habit begins. For at first a child increases his development in will power and arouses many faculties by the through exercise of one faculty; then, by degrees, the repeated acts of will power begin to produce a habit and the mind begins to act unconsciously in the line where it first acted with so much effort of the will; then, at last, the habit becomes nearly all and the mental development ceases. The other faculties are not any more aroused by the effort, but only one slender line of activity is brought into use and unconscious habit does most of the work. The induration has taken place and the continuance of thoroughness along this line robs other activities of nervous energy and absorbs them. A machine-like energy supervenes in place of intellect. What was at first an intellectual synthesis has sunk down into the realm of instinct, or to the forms of life activity but little above automatism.

"The attempt to secure what is called thoroughness in the branches taught in the elementary schools is often carried too far; in fact, to such an extent as to produce arrested development (a sort of mental paralysis) in the mechanical and formal stages of growth. The mind, in that case, loses its appetite for higher method and wider generalizations. The law of apperception, we are told, proves that temporary methods of solving problems should not be so thoroughly mastered as to be used in-

voluntarily or as a matter of unconscious habit, for the reason that a higher and more adequate method of solution will be found more difficult to acquire. The more thoroughly a method is learned the more it becomes a part of the mind, and the greater the repugnance of the mind toward a new method."—*Exchange*.

CENTERS OF LIFE

From "A Reader in Physical Geography," by Prof. Richard E. Dodge, we draw the following classification of cities. Place the classification on your board and add examples of each class. Mention cities that may be said to belong to more than one class.

Commercial centers, where trading is carried on on a large scale.

Agricultural centers, about which are large farms or plantations from which come the grains, vegetable, and fruits that are used for food, or the cotton that is used for clothing.

Grazing centers, about which cattle, sheep, hogs, or horses are raised in large numbers. Grazing centers are held to include dairying centers from which we obtain milk, butter, and cheese.

Lumbering centers, at which timber is cut to supply lumber for houses, factories, stores, furniture, ships, to make wood pulp for paper, etc.

Manufacturing centers, at which raw products are made into needed articles for home use and commerce.

Mining centers, at which valuable minerals, ores, or rocks, are taken from the earth.

Fishing centers, from which men go to catch the fish of rivers, lakes, or ocean.

Scenic centers, to which visitors are attracted by beautiful scenery, good air, a chance for rest, or by some object of historical interest.

TEACHER TO SUPERINTENDENT

What shall I find when you visit my school?

Shall I find you sensible, severe or affected?

Shall I find you helpful or flirtatious?

Shall I find you a young "know-it-all" or an old "has-been?"

Shall I find you neatly dressed like a business man or arrayed in ill-cut, pedagogical black, with expanses of once white linen and a soiled and gorgeous made tie?

Shall I find you a person whom I can ask for advice about matters of discipline without danger of having an exaggerated tale of my difficulties repeated to every other teacher you visit?

Shall I find that you can talk without vain repetitions?

Shall I find you a person whose reading is not entirely confined to the county papers and text-books for children?

Shall I find you able to speak without provincialism or making frequent mistakes in grammar?

Shall I find you taking a thoughtful interest in my school, or interested only in yourself and your pinnacle?

Shall I find that you know good school decoration when you see it?

Shall I find you so devoted to one method that you fail to see good results that are accomplished without it?

Shall I find that you wish the teacher's energy spent in teaching or in unnecessary report work?

Shall I find you, in good manners, a model for my boys?

Shall I look forward to your next visit with pleasure or dread?

Shall I feel that your visit was professional or political?

Shall I disbelieve the insinuations that sometimes your recommendations of books and other working material are not based upon merit, but upon what you can get out of it?

Shall I find that you are planning for an institute which will be practical, helpful and inspiring, or that you are using the fund for the payment of political debts and the mending of political fences?

In short, shall I find you honest, sympathetic, and helpful, or vain, crafty, and hypercritical?—*Western Teacher*.



SOCRATES TEACHING ALCIBIADES

KINDERGARTEN

A GLIMPSE INTO THE GERMAN KINDERGARTEN SYSTEM

CARINA CAMPBELL EAGLESFIELD

AMONG most Americans the idea prevails that all German children attend the kindergarten, but a nearer and more intimate acquaintance with German life discloses the fact that this is by no means the case.

The idea of child training originated in Germany it is true, and in no land has the child been studied more scientifically, but so deeply ingrained is the feeling of class distinction and caste that the kindergarten is not half so generally used as one would at first sight suppose. In its tiny realm true democracy must necessarily prevail, but this equality is so repugnant to all the traditions of the upper classes that they cannot reconcile it with their cast-iron notions of rank and precedence. The idea of a little count or baron or the son of an officer romping with the children of a burgher is enough to make their hair stand on end, so we find upon visiting the different private kindergartens of any large city a noticeable absence of children of the upper classes.

These little folks are, of course, not debarred from the delightful training which Froebel insisted should be the birthright of every child, therefore, a well-born and well-bred kindergarten teacher is engaged by a group of families of the same social class, let us say, officers, titled people and officials of the highest rank, and she goes from one home to the other, staying usually one month, and meets there the assembled children of the group. These little aristocrats are brought morning and afternoon to their destination by servants in livery, and we hope their enjoyment in the beautiful round of plays and works is as hearty and natural as that of the less favored burgher children.

Sometimes a trained teacher is kept for the sole use of the children of one family, but unless there are many children, this is not considered as beneficial for the little ones as the intercourse with others of the same age. Wealthy merchants, bankers and professional families also employ a kindergarten teacher, and as the families are usually larger than in the highest classes, the number in one group is not so large. In Germany, as in America, one notices that the higher one goes in station the fewer the

children to a family, and the causes are probably the same in both countries.

The burghers, or what we would call the people of moderate means, for with us no such distinctions in occupation or income are made, all send their little ones to private kindergartens, it would be an unheard of thing to make use of the public or Volks kindergarten, though they are quite as good, and to a foreigner the difference in the appearance of the children is not so apparent as to explain the horror which the burgher class entertain for people who take advantage of the cheaper schools.

Private kindergarten tuition is very low, averaging only three marks or about seventy-five cents per month, and the teachers employed are thoroughly trained and fitted for their work. A course of two years is always taken and the young teacher leaves the training institute with a fair knowledge of French, English, music and drawing, besides much advancement in the ordinary school branches. It is insisted upon that the children must be kept happy and amused, and that requires a constant change in games and plays and much tact on the teacher's part.

No kindergarten is entirely free in Germany, but the tuition is always very low and the children can enjoy the privileges of the Volks kindergarten by paying the ridiculously small sum of twelve cents per month. There is, besides these excellent schools, an institution which is surely a source of great comfort and pleasure to the children of the very poor. It is called *Kinderwebewahranstalt*, or "Home for the Care of Children," and for twelve cents a week any child from a few months to several years is taken early in the morning and kept, fed and beautifully cared for until night, or when the mother can take it away. These homes are under the auspices of the Protestant church and supported by private subscription, like our own American charity schools.

Here the children of the lowest classes find warmth, care, kindness and more tenderness than they would receive in their own squalid homes, and no charity is as conducive as this towards the growth and formation of the child's character. Usually

it is indeed all the moral or religious training he gets. The Germans spend a great deal of money in home missions and charity work, and the buildings of all their charitable institutions are very handsome, spacious and comfortable. One sees no small or cheap buildings, and when I asked where the slums were, was told that there were none. Their immense houses contain hundreds of people, and the station of the inmate is told by his position in the house. Down in the damp and dismal courts or high up in the attic may dwell the poorest

of people, yet one stairway does for all, and one may meet every class jostling elbows or panting for breath as they toil up and down the cold stone steps.

Many a lesson in social democracy might be learned on the stairways of German houses, but one so soon grows accustomed to meeting all kinds and conditions that the strangeness wears off and the contrast is not noticed, and the momentary contact with those beneath us in worldly advantages fails to bring us any nearer to them.—*Inland Educator*.

SCHOOL BOARDS

PENMANSHIP AGAIN

THE Penmanship Teachers' Association at a late meeting in Detroit had a paper and discussion on the question, "How to Raise the Standard of Writing Throughout the Country," and expressed its conclusions in the following resolutions:

Whereas, No system of writing, whether vertical or slant, will, in itself, insure good writing, whether taught by copy-book, copy-slip, tablet, blackboard, or by any other method;

Whereas, The best results can only be secured by earnest, faithful, intelligent teaching on the part of well-qualified teachers;

Whereas, It is a well known fact that a very large per cent of teachers have not prepared themselves to teach this important branch, simply because their Boards of Examiners have not subjected them to as rigid an examination in this as in other branches, but have simply graded them from their manuscripts and have never refused to grant certificates however illegible the writing; and

Whereas, It is a great injustice to pupils and to tax-payers to grant a certificate to any candidate who does not sufficiently understand the theory and practice of writing to direct the pupils in the development of the writing muscles of the arm, wrist and fingers, and who is not able to place on the blackboard models worthy of imitation by pupils, and whose manuscripts do not indicate that the character of the teacher's general work would indirectly supplement the

good results secured during the regular writing period;

Resolved, That Boards of Examiners should give as rigid examinations in writing as in other branches, and should call to their aid the assistance of specialists.

Resolved, That to secure the better equipment of teachers, experienced instructors of writing should be employed in every city, state and independent normal school, and also in institutes and summer schools.

Resolved, That in order to secure uniformity and enthusiasm in the graded schools, supervisors should be employed in all the cities and in townships with town and village schools.

Resolved, That educational journals should emphasize the importance of writing and give more attention to methods of instruction.

Resolved, That less and larger writing be encouraged in the primary grades. The twin evils of good penmanship, excessive finger movement and gripping, are the result of requiring children to write when too young to write properly. No writing except under the supervision of the teacher should be required in the first and second years, but if required, the forms should be large enough to allow the children to use the arm instead of the fingers in the execution. Such eminent educators as Dr. Hall of Worcester, Mass., declare that writing in the primary grades does far more injury to the child and the child's future writing than it does good.

It is not whether children can be taught to write, (draw) but whether they should be allowed, much less required to do so. Children *can* work in factories, but our laws wisely prohibit the same.

Intelligence, commenting on this, says: "It has been a long time since we have felt called upon to say anything on the subject of penmanship. In fact we have felt with a growing strength of conviction that the writing question in schools where the vertical system has been adopted, is reaching its proper level as a subordinate subject of instruction, and we are rather surprised at the presumption of the writing masters in coming before the country with such an exalted idea of their specialty. We have very little sympathy with them.

The penmanship teacher of a generation ago with his copy-plate standard was a curse to the schools and to the children. His ideals still have too much weight. They ought to be buried out of sight forever.

We do not believe that teachers should be subjected to a rigid examination in penmanship. A fairly legible handwriting, even if without grace or symmetry, is good enough for any person, whether a public school teacher or not. Specialists in writing have no business in our public schools and no right to fix standards for them. The public funds should not be spent for special instruction in writing any more than for special instruction in articulation or walking. Many a boy and girl has a slovenly articulation and an awkward gait which are a more serious handicap than poor penmanship. Why not advocate special teachers in these lines? Because the great mass of boys and girls can walk well enough and talk plain enough for the ordinary needs of life. Walking and talking as accomplishments are not for us common folk nor is writing as an accomplishment. That degree of

ability in talking, walking and writing which meets the common needs of men and women is all that the majority of us can afford to aim at. A higher degree of perfection, even an approach to gracefulness, may be desirable, but life is too short and other ends too vital to make it worth while to labor for a higher grade of skill in these matters than ordinary use renders necessary.

Furthermore, the wide and increasing use of the typewriter has greatly lessened the amount of hand writing in business. Fifty years ago the proportion of boys and girls who would in all probability find their success in business life materially promoted by excellence in penmanship was much greater than it is to-day.

"We are not saying that the public school should ignore penmanship entirely. We simply maintain that in the past too much drill and emphasis have been put upon it and that the above resolutions are almost absurd in their demands.

"We heartily agree that in the first two years of school no writing should be done that is not large enough to compel the child to use his arms instead of his fingers. This would seem to preclude all writing in these grades except on the blackboard, in the sand tray, etc.

"After the child can picture to himself distinctly the various letter forms, his writing will need no special teachers or laborious drill. Enough facility in penmanship will come by its ordinary use thereafter.

"The writing masters of to-day seem to have the mania characteristic to their craft in the past. If they would betake themselves wholly to commercial schools, where there is a place for them and their art, and leave the common teachers to take care of the matter in the public schools the ends of public education would be best served."

EDITORIALS

EACH year we receive communications from some of the most thoughtful and intelligent of our subscribers, asking that we call attention of the members of city, town and village school boards, to the desirability and propriety of making appointments to school positions in their localities at an earlier date than many of them now do. We believe it

is the experience of all schools agencies that this is getting to be more and more the custom—that most of the more important positions at least are now filled by the first of July. There is, however, a tendency in a great many places to dally and delay such selections until mid-summer. This is hard and somewhat unfair on men anxious to

give notice to their present employers, in case of their selection for another place, as well as those who, looking for the best they can get, probably lose other positions through the delay of the authorities in places where they have some reason to think their names are being somewhat favorably considered. The individual aside, however, it would seem to be to the advantage of the schools to have the selections made at as early a date as possible. This would enable the new appointees to get acquainted with the conditions and plan their work more carefully and thoroughly than when chosen at almost the last moment. Still, as we have said, this matter is in a way adjusting itself. We commend, however, these points to local school authorities for their earnest consideration.

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THE State Legislature has re-elected Charles R. Skinner as State Superintendent for a term of three years. This will give Mr. Skinner three terms, an honor that is only shared by Victor M. Rice and Neil Gil-



SUPT. CHARLES R. SKINNER

more of the long list of men who have held the position under various titles.

It is to be regretted that this position is a political one, at least to the extent that its incumbent must every three years submit to a weighing-up before selection at the hands of party leaders. It must be said, however, that those having the power to affect Mr. Skinner's re-election have, not so far as is known, made any effort either to embarrass or to dictate conditions for his re-election.

It has been Mr. Skinner's good fortune to have a great deal accomplished for the sys-

tematizing and uplifting of the schools of the State during his administration. Upon this excellent foundation he has now the opportunity to take still more advanced steps and bring about as nearly the ideal conditions as it is possible for any one man to do.

* * *

THE general press, as well as educational journals, are discussing what is known as the "Affair at the Leland Stanford Jr. University." It is simply a repetition of the cases of E. Benjamin Andrews at Brown, and Edward Bemis at Chicago, only in this case it is a "Woman's won't" instead of a partisan or class sentiment that is trying to influence the university teaching. Mrs. Stanford objected to the attitude and speeches of Professor Ross on the Chinese and other questions. President Jordan in public, if not in heart, seems to have sided with Mrs. Stanford. Professor Ross was removed, and later Professor Howard of the Department of History. Numerous resignations on the part of the faculty followed, and the affair has created much excitement in university circles, as it is looked upon as an attack on that freedom of teaching which is deemed essential to the best university work.

Professor Ashley of Harvard has come out with a letter in the *Outlook* warning young professors and instructors against accepting positions at Stanford University to fill these vacancies.

This situation is the natural outcome of present economic and social conditions. We fear Mrs. Stanford is going to triumph; also that this is but the beginning of such dictation and restraint. The power of wealth will, for the present at least, succeed in this attempt to shackle thought and restrain freedom of teaching, as it is succeeding in many other spheres which one would naturally suppose would resist its insidious, corrupting influence. Perhaps this is uncomplimentary to the spirit and calibre of our university men. It is not meant as a reproach or as a piece of pessimism. It is simply stating our opinion as to the natural outcome of present tendencies. We are equally confident, however, that while this is but a preliminary step in an irrepressible conflict, the teaching of truth and the integrity of the intellectual opinion in university instruction will ultimately prevail.

MILES M. O'BRIEN has been reappointed a member of the Manhattan Borough School Board and elected a delegate therefrom to the New York Central Board of Education. He has also been elected president of both the Borough Board and on the Central Board. The Brooklyn *Citizen*, commenting upon our sketch of President O'Brien's career, in our October issue, said it was evidently written by a friendly hand. To this we plead guilty. But, as proof of the accuracy of its estimate of his educational attitude and helpful influence, we call attention to a single fact. Among the young men who comprised the so-called Reform Board, a few years ago, none was more enthusiastic or aggressive than Mr. Burlingham. He has lost none of his steadfastness of purpose nor loftiness of ideal during his service as a minority member for the past few years. He has antagonized and manfully opposed the ideas of the majority on every question wherein he differed from them, and yet we find him a reform Republican, reappointed to the school board by Mayor Van Wyck and it is announced, *at the request of President O'Brien*. Comment is unnecessary.

During a recent visit to the schools of New York City, we were congratulated time and again upon the accuracy of our sketch and upon the appreciation it showed of Mr. O'Brien's progressiveness and helpfulness in school matters. The general sentiment seems to be that the educational department of New York City is enjoying a tonic stimulus emanating from the presidential chair and wants all they can give of the same. The touch of a real executive, whether evidenced in directions to contractors and posted in the business offices of the Board, whether shown in terse orders to principals to report directly to the president any difficulty with supplies, or whether resulting in complete refutations of charges of critics of the schools has been felt from the first day, even in the farthest ramifications of the system. Everywhere has been the spirit of hustle and go-to-the-next. In all this Mr. O'Brien shows the American trained business man. That he can antagonize without making enemies, that the rule in his office is "Ladies first," that the humblest employe is sure of a considerate hearing, are evidence that in the acquisition of that training he has lost none of the warmth and graciousness that are

some of the best qualities of the people of the land whence he came.

New York school men should make the most of this man while they have him. Such men do not take hold of school boards every day or stay in them forever.

* * *

TENURE OF OFFICE

THERE seems to be a concerted effort in some quarters to depreciate the agitation being made to secure tenure of office by statute law in this State. The fact that this effort has been almost uniformly combined with the recent criticisms on the questionable wisdom of the State Teachers' Association in conducting a publication of its own and, as it alleged, going into politics, has a tendency to connect the two ideas as necessary concomitants. It is superfluous for us to point out that such is not the case. The idea of tenure of office has no inherent connection with or dependence on the New York State Teachers' Association, *The State Bulletin*, or any of its officers, except as they see fit to support that idea. The proposition that teachers should have the same tenure of office as policemen, firemen or all other city employes, is one that has its basis in such absolute justice, and appeals so clearly to the intelligence and common sense of the most ordinary individual that its merit and success can neither be affected or retarded by the advocacy or opposition of any man or organization.

We desire briefly to clear up a few points which, designedly or otherwise, are being persistently misstated or misrepresented in certain educational journals.

In a recent article on this subject, a town superintendent is reported as saying that he has, of necessity, to fill vacancies in his school by selecting candidates from the outside, largely upon recommendations of others, and that, were tenure of office in existence, he would find it difficult to get rid of those whom he made a mistake in hiring. No tenure of office bill ever proposed the employment of a teacher permanently, without first serving a probationary term varying from one to three years.

Another writer on this same topic, an ex-superintendent of a western city, warns teachers to be careful how they bring such a yoke as tenure of office on themselves, since just when some fine educational open-

ing presents itself they may lose the chance of their lives through inability to secure release from their present positions, at least until such a time as the opportunity shall have passed by. That the few to whom the limited number of very desirable educational positions that exist may not lose the opportunity of grasping the same when presented, the great rank and file who must be content with the ordinary positions must year after year lead lives of constant worriment, tossed from one town to another, in some cases even at the instigation of a favored and pettish grandchild of the school board's president.

There are some points that may be made against tenure of office. There is just enough of truth in some of these points to mislead the superficial investigator of the subject and to give strength to those who for one reason or another desire to thwart the effort of the great mass of teachers to obtain the same security of tenure as policemen and firemen, to secure that permanency of home life so necessary for raising families, and the peaceful pursuit of culture free from that worry of annual appointment that is so detrimental to successful and the most profitable work.

IN THE SCHOOLS OF THE STATE

AT LARGE

School boards all over the State are inquiring into the matter of adequate fire protection for their schools. This is the result of the recent terrible disaster at Fredonia.

Some friend of Syracuse University, who refuses to divulge his name, has given \$400,000 to that institution upon condition that other friends will raise an equal sum.

Cornell University on January 10th celebrated founders day. The address was given by William B. Parsons, of New York city.

COUNTIES

Albany.—Prin. W. B. Carhart, of the Coeymans school, has resigned his position, to take effect at the end of this year.—The commissioners of education of Albany have voted to equip Schools 11, 14, 15, 21, with the Campbell fire escapes. This is the outside stairway type of fire escape.—Miss Emily Byron has had her leave of absence from work in the Albany schools extended.—Miss Katherine F. Stephens has been granted a six-months' leave of absence from her work in the Albany schools.—A new school building, costing more than \$50,000, will be erected at Albany. The contract has been let, and it is hoped to get the structure ready for occupancy by the opening of the next school year.

Allegany.—The Northern Allegany Teachers' association met at Belfast Saturday, January 12th. Following is the program: The Laboratory Method of Teaching Physiology, Prin. L. D. Wilcox, Canaseraga; Composition Work, Miss Helen Wilson, Belfast; Characteristics, Dr. John M. Milne, Genesee State Normal; Best Method of Teaching Current Events, Prin. A. H. Southard, Hume; Class Exercise in Number, Miss Elizabeth Cullings, Rushford; English Grammar, Dr. John M. Milne, Genesee Normal; Vocal Music, Mrs. F. W. Gray, Belfast; Query Box, How to Conduct Rhetoricals Profitably, Miss Achsa A. Hildreth, Mills Mills; Reading, Miss Martha VanRensselaer, Randolph. N. Y.

Broome.—Miss Agnes E. Ellis, supervisor of drawing in the Binghamton schools, has secured

a leave of absence to visit her father in California.—Five new teachers have been appointed to the Binghamton schools, as follows: Miss Mildred Birdsell, supervisor of drawing; Miss Gertrude Conant, first assistant at the Laurel avenue school; Miss Ida M. Moss, teacher for the Pine street school; Miss Pearl E. Bradley, teacher for Fairview, and Miss Anna Donahue, teacher for the Pine street school.—An institute for the teachers of the schools of Binghamton was held in that city February 7 and 8. The program was a good one. Conductor Sherman Williams had the institute in charge.—Dr. Andrew S. Draper, of the University of Illinois, recently addressed the teachers of Binghamton on the subject, the "Spirit of the Teacher."—The authorities of Binghamton are discussing the advisability of placing an elevator in the high school.

Cayuga.—Prin. Smith, of the Genoa school, has tendered his resignation, and Mrs. F. C. Hugin has been employed to complete the year's work.—Pres. Andrew I. Draper, of the University of Illinois, recently gave an address before the teachers of Auburn, on the subject of "The Responsibility of the Teacher for the Inspiration of the Pupil." It was termed a masterly address by those hearing him.

Chautauqua.—The Jamestown high school debating lyceum will contest with the Lockport high school for oratorical honors this month. The subject is direct primaries.—Four meetings each term are held by the teachers of the Jamestown schools. At these meetings instructive programs along the line of educational work are given. We give below a sample program, showing their practicability: General topic, The School System of the State of New York; A General View of the Origin and development of the System, Prin. Wm. A. Torrance; The State Department and the Duties of the State Superintendent, Miss Jennie R. Kellogg; University of the State of New York and its Functions, Miss Fannie M. Cooper; Union Schools, District Schools and Duties of School Commissioners, Miss Jennie A. Clark; solo, Miss Mary A. Odell; City Schools and the Local Organization, Miss Susanna M. Calahane; Normal and Training Schools and

Training Classes, Miss Anna B. Willoughby; **Legal Rights and Duties of Teachers,** Miss Julia S. Yates.—Jamestown teachers also have the benefit of a course of lectures upon pedagogical subjects.

Chenango—Miss Irene Elliott has resigned her position as a teacher in the Oxford union school, to accept a better one at Lawrence, L. I.—The high school buildings at Sherburne have recently been supplied with new heating apparatus.—The academic department of the Norwich high school has reached the highest number ever registered, for the first term, this year. There have been many valuable pieces of apparatus added to the science department, and new books to the library.—Chenango county now has three teachers' organizations—a county association, with Principal Toaz of Oxford, president; a teachers' association of the first commissioner's district, with Principal Mason of New Berlin as president; and a principals' association, with Supt. Gibson of Norwich at its head.

Erie—In a recent address before the Buffalo Society of Natural Sciences, Supt. Henry P. Emerson advanced some interesting ideas about the use of school buildings. He believes that they should be used for such purposes as night schools, lectures, elections, etc.

Fulton—The following is the program of a recent interesting meeting of the Fulton county teachers' association: Lecture, by Dr. Francis J. Cheney—Subject: The Broader Education; The Recitation, Dr. Cheney; How May Principals of Union Schools Co-operate with District Schools? Prin. S. F. Herron, of Canajoharie. Discussed by Miss Swobe, Principal Dunkin; Psychology, Dr. Cheney; Elementary Science, Prof. H. L. Willis. Discussed by Principal Longwell, Prin. E. A. Lewis.—Com'r Willis E. Leek is to be commended for his enterprise in publishing a history and directory of the Fulton county schools. It is a valuable manual, and shows that Mr. Leek has an unusual interest in the work entrusted to him. Fulton county has some good schools, and a first-class commissioner.—The report of the Gloversville schools gives a review of the growth of the same in the past few years. It shows that there are now seventy-one teachers employed, against thirty-nine in 1840. It also shows a large increase in the attendance. The schools of Gloversville are in good hands, and there is a spirit of educational progress abroad in that city.

Greene—Prof. George A. Lundy, of the scientific department of the Catskill high school, has been very dangerously ill with typhoid fever.—Classes in physical culture have been organized in the Catskill high school. They are under charge of Miss Jessamine Nuffer.—A new school building will be erected in District No. 7, town of Kiskatom.

Herkimer—Prin. Walter Clayton Wood, of the Jefferson street school, Little Falls, was married to Miss Adelaide Eunice Griffin, of Utica, Wednesday, December 26, 1900.—The Jefferson street school, Little Falls, was closed the week beginning January 7, owing to the prevalence of diphtheria and scarlet fever in that section of the city. The board of health at first ordered all the schools closed, but as the contagions were confined to the south side of the river, the others

resumed work on time.—The lecture course maintained by Principal Warfield of the high school at Little Falls is proving a great success. The purpose this year was to obtain funds for a new piano for the assembly hall. The receipts thus far have been sufficient to guarantee the piano, and the instrument was recently put in place.—The Dolgeville board of education disparages the work of the teachers' institute by a resolution adopted against that institution. A copy of their resolutions, according to the local press, has been sent to the state superintendent.

Jefferson—Small-pox is making no end of trouble in the Watertown schools. Several children have been in quarantine, and schools have been closed on account of the contagion.—The board of education of Watertown have reported favorably for a new \$100,000 high school building, to be erected as soon as possible.—The principals of Jefferson and Lewis counties have an association that is a valuable help in their work. The program for their meeting this month, at Watertown, is as follows: The Relation of Commercial and Industrial Education to School Courses—Paper, Supt. F. S. Tisdale; discussions, Principals M. F. Perry and V. C. Warriner; School Athletics—Paper, Com'r F. H. Ralsten; discussion, Principals Ernest Robinson and M. J. Blanden; Recent Regents Changes, (a) Laboratory Courses in Science—Discussions, Inspector Charles N. Cobb, Principal A. B. Ryder, Professor C. K. Moulton; (b) Full Year Courses or Individual Subjects—Discussions, Inspector E. W. Lytle, Principal C. A. Fetterly, and W. J. Linnell; Training Classes—Round Table, conducted by Supervisor F. H. Wood.

Monroe—Miss Caroline Haven, president of the International Kindergarten association, recently addressed the teachers of Rochester upon the subject: "The Kindergarten from Different Standpoints."—Rochester teachers have formed a Mutual Benefit association, and will pay a benefit of \$100 in case of the death of one of its members.—The kindergarten teachers of Newark, N. J., presented Supt. C. B. Gilbert with a loving cup previous to his removal to Rochester.—Supt. C. B. Gilbert has taken formal charge of the Rochester schools.—The parents' and teachers' association of school No. 23 recently met and listened to a well-prepared paper upon the "Twentieth Century School," by Col. S. P. Moulthrop.

Madison—The fine new high school building at Hamilton is now occupied. It is one of the best modeled buildings in the State.—Erieville has a new school building completed.—The many friends of Prin. Scott W. Kellogg, of Georgetown, will regret his serious illness with typhoid fever. He is one of the best principals in the county. **LATER:** The death of Principal Kellogg is reported.

Montgomery—Miss Bertha Floyd has resigned her position in the public school at Nelliston.—At a meeting of the Amsterdam board of education, held recently, the following business was transacted: Lyte's language books, *Natural Geographies*, Milne's *Intermediate Arithmetic*, *The Prang Elementary Course in Art Instruction* were adopted for use in the public schools. Miss Rena Franklin, of York, Pa., was employed as supervisor of drawing. A new course of study was adopted for the grammar schools and the

high schools. A resolution was passed by the board, allowing no one hereafter to graduate from the high school unless they are entitled to a regents academic diploma; also requiring all teachers in the high school hereafter employed to be college or university graduates. Also vertical writing was introduced at the beginning of the new year.

Niagara—Niagara Falls is hopeful of securing a high school and a grammar school in the not distant future. It is to the credit of that thriving city that her citizens are nearly unanimous for better school facilities.—The mid-winter meeting of the Niagara county teachers' association was held at Lockport recently. The following subjects were discussed with considerable interest: Professional Courtesy, Attorney F. M. Ackerson, Niagara Falls; A Study of the Alphabet, Prin. Thomas B. Lovell, Niagara Falls; Patriotism, J. N. Larned, ex-Supt. of Schools, Buffalo; Vertical Writing, A. F. Newlands, supervisor of penmanship, Buffalo.

Nassau—Com'r James S. Cooley has issued his annual report of schools. The report shows that there are 59 school districts in the county, 24 union free, 3 special act and 32 common. The number of teachers employed is 260, of whom 35 are men and 225 women. Of this number 11 are college graduates and 13 hold normal diplomas. The number of children of school age in the county is 12,920, and the number enrolled 9,996. The value of school property is \$541,080. An abstract from the reports of attendance officers shows the number of children enrolled, 6,351; average daily attendance, 5,165; percentage of daily attendance, 81.3; aggregate days of attendance, 779,231.

Oneida—Supt. George Griffith, of the Utica schools, recently visited Rome. In a talk before the teachers of the schools, he gave some practical suggestions of how to detect faulty eyesight and hearing among the pupils under their care.—John F. Hughes has been re-elected president of the Utica school board.—Prin. A. M. Scripture, of the New Hartford school, is to be congratulated upon the prospect of a new \$22,000 school building. The project was recently voted upon and carried almost unanimously.—Prof. John B. MacHarg, of the Auburn high school, has been very ill with appendicitis.

Onondaga—Daniel Rosenbloom has been re-elected president of the school board at Syracuse.—Misses Martha O'Brien and Sara Avery have been appointed teachers in the Syracuse schools.

Orange—James M. Crane has been advanced to the position of superintendent of the Newburgh schools, made vacant by the death of R. V. K. Montfort. The advancement is well deserved. Mr. Crane is a graduate of the Albany Normal College.—Supt. Tuthill, of the Middletown schools, recently gave an address in the Universalist church of that city, on public education, which is highly spoken of.

Oswego—David P. Morehouse has been chosen president of the Oswego school board.—The third session of the teachers of the third commissioner's district was held at Richland. The officers of the association are: President, Prin. Edward M. Barnard, Williamstown; vice-president, Prin. Grove W. Stoyell, Lacona; secretary

and treasurer, Miss Ella G. Petrie, Altmar. Program: Paper, Primary Number Work, Miss Zillah Rice, Pulaski; discussion; paper, Phonics, Mrs. Mildred G. Pratt, Fernwood; discussion, Miss Mary E. Fitzgerald, Mexico, Miss Rose C. Fenton, Pulaski; discussion, How to Decorate a School Room, introduced by Clarence O. Boyd, Orwell, followed by Miss Ellen Beauchamp, Pulaski, and others; paper, Grammar, Grade Drawing, Grove W. Stoyell.

Rensselaer—The school board of Troy will insist upon vaccination of all pupils attending the public schools.

Saratoga—At a recent meeting of the teachers of Waterford, resolutions were passed asking their representatives in the legislature to use their influence for the re-election of State Superintendent Chas. R. Skinner. The matter of keeping pupils after school was also discussed.—Prin. Charles Gillingham has resigned his position in the South Corinth school.

Schuyler—Prin. John Forbes, of the Burdett union school, has deserted the cause of pedagogy to become editor of the *Burdett Record*.

St. Lawrence—Vice-Principal Bridgman was recently elected to fill the vacancy of the position of vice-principal at Owego. His place at Gouverneur was filled by the election of Milo B. Hillegas, of Johnstown, a graduate of Rochester University.—There was a large class to graduate from the Potsdam Normal School at the end of the first term. The commencement exercises were held February 3. Dr. Almon Gunnison, of St. Lawrence University, preached the baccalaureate sermon.

Suffolk—Prin. M. I. Hunt, of the Islip high school, is much pleased with the workings of the savings bank idea now in use in that institution. The pupils have some \$2,000 to their credit in the bank. Interest is reckoned on this, and is marked in with red ink. In this way the pupil learns the value and earning power of money.

Tompkins—The college entrance examination board of the Middle States and Maryland has appointed Supt. F. D. Boynton, of the Ithaca schools, as associate examiner in mathematics for the year 1901.

Tioga—Miss Hattie Beardslee and Miss Grace Weller have secured positions in the Waverly schools.

Washington—The annual meeting of the Champlain Valley Educational Association was held at Whitehall, February 1st and 2nd. The officers of this enterprising gathering are: W. W. Howe, Whitehall, president; E. E. Hinman, Keeseville, vice-president; A. Edson Hall, Saratoga Springs, secretary, and H. H. Southwick, Plattsburgh, treasurer. The program in detail follows: Individuality of the Pupil, Supt. T. R. Kneil, Saratoga Springs; discussion, by Prin. C. R. Keller, of Luzerne, Commissioner Myra L. Ingalsbee, of Hartford, Prin. G. W. Ames, of Westport; Manual Training in Secondary Education, Prin. G. H. Hawkins, of Plattsburgh Normal; discussion, by Prin. P. H. Burke, of Port Henry, Prin. W. S. Coleman, of Fort Edward, Prin. A. B. Vossler, of Crown Point; address—Dickens as an Educator, Inspector James L. Hughes, of Toronto; Electives in Secondary Education, Supt. Griffiths, of Glens Falls; dis-

cussion, by Prin. O. H. Burritt, of Malone, Principal Coleman, of Schuylerville, and Prin. B. L. Haydon, of Willsboro; the relation between phonics and reading exemplified by class exercises; Business Education in the Public Schools, Sherman Williams, State department of Public Instruction; discussion, by Superintendent Davis, of Plattsburgh, Supt. Fred V. Lester, of Ticonderoga, Prin. A. A. Lavry, of Ballston.

Westchester.—Inspector J. J. Symes, of the State Department of Public Instruction, has found truancy cases in connection with the Oak-side schools at Peekskill. His instructions in the matter may be well heeded by teachers. He gives warning that satisfactory excuses must be given by absent pupils, that the Department can recognize.—Dr. Jackson, of the Yonkers school board, has sailed for India.

Wyoming.—The report of the Warsaw schools is highly satisfactory; it shows nearly 700 pupils in attendance. There are 105 non-resident pupils enrolled. All of this is commendatory to the services of Prin. Glasier.

GREATER NEW YORK

Manhattan.—The Schoolmaster's club recently held ladies' night, and welcomed the wives and friends of the members. A special musical program was given.—Miss Laura D. Gill, A. B., was recently elected dean of Barnard College, in place of Mrs. George Haven Putnam, resigned. Miss Gill is well prepared for her work, having accomplished a noteworthy education in different colleges of this country and on the continent.—Member Livingston, of the Manhattan school board, is convinced that more time should be given to the essentials of schooling, that pupils who are compelled to leave school early in life should be better prepared for their work.—It is expected that the upper two stories of school No. 179 will be ready for occupancy this month, and will be used as an annex to Dr. Buchanan's high school.—Prin. William McAndrews, of Brooklyn, addressed the last meeting of the Male Teachers' association, upon "The Teaching Profession; Its Needs and Possibilities." Assemblyman Reilly also spoke on "School Legislation."—John J. Barry, the newly-appointed commissioner for the Borough of Bronx, is a business man, and has never held a public position before. He did not seek the office, being induced to accept it by his friends.—Some noted men sat down to the alumni dinner of the College of the City of New York, at the Hotel Savoy, recently. Among them were: Dr. Henry Bach McMaster, Pres. Thomas Hunter and Prof. M. Q. Pupin, of Columbia University.—Dr. Griffin, of the Central Board, who has been elected associate superintendent at Brooklyn, was pleasantly dined recently by his former associates.—President Miles O'Brien has received from the president of the board of education of Galveston a grateful acknowledgement of the \$27,907.02, raised by the children of New York city, for the schools of Galveston.—The New York city press assert that a very amicable understanding has been reached by President Miles O'Brien, of the school board, and Comptroller Coler, and that the work of each has been modified by the agreement.—Superintendent Maxwell's report is an interesting document. In it he calls attention to the lack of school room. He advises that 20,000

sittings were needed in Manhattan on July 31, 1900; that 13,000 are required in Brooklyn, and that some 2,7000 will be needed in Queens within the next two years. He criticizes very sharply the methods of teaching English in the schools. He also points out that there are too many supervising officers in the city schools, and advises a reduction in their number.

Brooklyn.—The death of Dr. Charles R. Abbott, principal of school No. 1, and one of the best known and oldest school men in the city, occurred January 19. His loss to the school interests of the city is great.—Dr. Walter Truslow has been elected president of the New York Society for the Advancement of Physical Education. The other officers are: First vice-president, Dr. Elias Galley Brown, of the Barnard School for Boys; second vice-president, Miss A. Nicholai, of the Normal College Training School; secretary and treasurer, Alexander E. Wilson, of the Savage Institute for Physical Education; executive board of directors, Frank C. Kahn, physical director of New York University, Miss Ada Peck, of the public schools of Flushing, L. L. Lewis G. Wellsmuller and Miss A. Beiderhase.

Queens.—The recent report of Supt. Edward Stevens, of the Borough of Queens, is an interesting one in that it makes recommendation for some decided changes. He would abolish high school departments, for instance, and establish separate high schools instead.—Supt. Stevens recently sent a letter to the parents of each of the high school pupils in the borough, asking their preference in the matter of school sessions. Of 771 answering, 618 preferred the single session.—The school teachers' association of the Borough of Queens recently met to consider the attempted repeal of the Davis salary law. While it is their opinion that the appeal cannot be effected, yet they propose to be in line, ready to oppose such an attempt.

AMONG THE COLLEGES

SCHOOL OF PEDAGOGY, NEW YORK UNIVERSITY

Professor E. F. Buchner, of the department of psychology, has been elected an honorary member of the new French Société Libre pour L'Etude Psychologique de L'Enfant, of which Professor F. Buisson, of the Sorbonne, is president.

Dr. F. Monteser, Ph. D., (Vienna), Pd. D., (New York), has accepted a full professorship in the School of Pedagogy. Dr. Monteser is a teacher of mathematics in the DeWitt Clinton (Boys') high school, New York, and has been a lecturer in the School of Pedagogy for a number of years.

Professor Samuel Weir delivered the annual address before the Minnesota State Teachers' association, at St. Paul, at its meeting during the holiday vacation. The address was on "Functions of Education," and will appear in full in the March number of the "Journal of Pedagogy."

Professor C. H. Judd and Professor E. F. Buchner, of the departments of psychology, attended the annual meeting of the American Psychological association, in Baltimore, during the holiday recess. Both presented papers before the association, of which they are members, the former on "An Analysis of Writing Movements," the latter on "Volition and Experiment."

The Annual Dinner and Re-union of the Society of Doctors of Pedagogy, comprising the doctorate alumni of the School of Pedagogy, was held at the Marlborough Hotel, New York, on Saturday evening, January 26th. As expected the "educational" toasts were responded to by President Miles O'Brien, of the board of education, Greater New York; Mr. Willis F. Johnson, of the New York Tribune; Prof. C. H. Judd, and others. Dr. John Dwyer, principal of public school No. 8, New York city, is president of the society.

VASSAR COLLEGE

During the Christmas vacation, Miss Salmon attended the convention of the Associated Academic Principals of the State of New York, held in Syracuse, and read a paper on "The New Uniform Entrance Requirements."

Professor LeRoy C. Cooley attended a meeting of the New York State Science Teachers Association, held in Rochester, and delivered an address as retiring president of the association.

Dr. French delivered a paper on "The Doctrine of the Twofold Truth" at a meeting of the Affiliated Societies, held in Baltimore.

Miss Robinson attended the convention of the American Association of Naturalists at Baltimore.

Miss Eury and Dr. Baldwin attended the convention of the American Historical Association, in Detroit.

Dr. Moore attended the convention of the American Philological Association in Philadelphia.

The annual luncheon and social reunion of the Associated Alumnae of Vassar College was held at Delmonico's, February 2nd. President Hadley of Yale and President Taylor of Vassar were the speakers.

Miss McCaleb, secretary of the college, has been granted leave of absence to spend a part of the second semester in Italy.

On Friday, January 11, Professor Walter G. Everett, of Brown University, delivered a lecture at Vassar on "Aristotle's Conception of a Gentleman." A comparison of ethical ideals.

Mrs. J. Wells Champney, '69, addressed the French Club, January 18th. Subject: "Chateaux de France."

The Philaethan Society has made an effort this year to select plays of literary value. Their first selections were "Nance Oldfield," by Charles Reade, and "The Intruder," by Maeterlinck, the latter having never before been given in this country. Each of these widely-differing plays was presented with marked success. Last Saturday evening, "The Romanians," by Rostand, was given with exquisite finish and appreciation. The two remaining plays of the year's allowance are to be a play of Moliere's, given in French, and an out-of-door representation of one of Shakespeare's plays.

"Das Schwert des Damocles" was given by the German club at its last meeting.

Peopled and worn is the valley, lonely and chill
the height;
But the peak that is nearer the storm cloud is
nearer the stars of light.

—*Frances R. Havergal.*

IN THE STATE SUPERINTENDENT'S OFFICE

DECISIONS IN APPEALS

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

S. E. Tubbs and others from order of School Commissioner Manchester in dissolving school district No. 5, town of Owasco, Cayuga county, and forming the territory of the dissolved district into two school districts, to be known as Nos. 6 and 5 of said town and county. Appeal dismissed and order of the commissioner, appealed from, affirmed.

R. E. Lenox and others from proceedings of special meeting held on October 9, 1900, in school district No. 9, town of Ellery, Chautauqua county. Appeal dismissed.

Abraham D. Van Vlack from proceedings of annual school meeting held on August 7, 1900, in school district No. 5, town of Milan, Dutchess county, in relation to the election of trustee and levy of a tax. Appeal dismissed.

John C. L. Hamilton from proceedings of annual meeting held on August 7, 1900, in school district No. 9, town of Greenburg, Westchester county; and acts of the board of education. Appeal dismissed.

Board of education of union free school district No. 5, town of Southold, Suffolk county, from proceedings of special meeting held on October 22, 1900, in said district. Appeal sustained and the proceedings of the special meeting vacated and set aside.

Adam D. Nellis and Gordon M. Crouse from the order of School Commissioner Leek, dissolving school district No. 3, town of Oppenheim, Fulton county, and uniting the territory theretofore comprising said district to existing adjoining districts Nos. 10 and 14 of said town and county. Appeal dismissed and order of the commissioner, appealed from, affirmed.

Fred J. Saunders from order of School Commissioner Benedict, altering joint school district No. 13, town of Fabius, Onondaga county, and the town of Truxton, Cortland county, and the consequent alteration of union free school district No. 9, town of Fabius, Onondaga county. Appeal sustained and the order of the commissioner, appealed from, vacated and set aside.

James B. Miller from orders of School Commissioner Meeks in dissolving school district No. 7, town of West Union, Steuben county, and from orders uniting portions of the territory of the district so dissolved, to school districts Nos. 2 and 3 of the town of West Union. Appeal dismissed and the orders, appealed from, affirmed.

Fred D. Gorham from the proceedings of an adjourned school meeting held on August 14, 1900, in school district No. 13, town of Elbridge, Onondaga county, in refusing to empower the trustee to enter into a contract with the authorities of school district No. 9, town of Elbridge, Onondaga county, whereby all the children of district No. 13 may be entitled to be taught in the public schools of district No. 9 for not less than 160 days in the school year of 1900-1. Appeal dismissed.

John Wemple, as sole trustee of school district No. 6, town of Bethlehem, Albany county, from a

decision alleged to have been made by School Commissioner Conkling, changing without the consent of the appellant or the owners thereof, two farms from district No. 6, to district No. 5, Bethlehem. Appeal dismissed.

D. J. Bronner and others from order of School Commissioner Perry, condemning the schoolhouse in school district No. 14, town of Mamakating, Sullivan county. Appeal dismissed.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements February, 1901

General statement. In 1900 nearly three-fourths of the university expenditures were for the support of secondary schools. The other fourth was devoted to the great State library, one of the five largest libraries in the United States, the department of home education, which granted last year about \$30,000 to public libraries, and the State museum with its department for scientific research.

The State recognizes that it is her first duty to provide good elementary schools for all her children by contributing 14.43% of the cost of their maintenance. She also continues the policy which she has followed for more than a century, and contributes 6%, a much smaller proportion, to the support of her secondary schools, in which two-thirds of the elementary school teachers receive their training. The proportion contributed by the State in 1900, toward the support of higher education, was 1.16%.

During the past decade the growth in enrollment in the common schools has been 16%. In secondary education the number of schools has increased 110%, and the number of high school students has more than doubled. In higher, professional and technical education also, there has been an increase in students of more than 100%. The appreciation of the high school system on the part of the people is shown by their willingness to contribute 94% of the cost of its maintenance. Expenditures for secondary and higher education show clearly that private means are more freely expended for secondary and higher education than funds raised by taxation.

Home education. Bulletin 32 is a list of 100 pictures suitable for schools, accompanied by an outline of the plan for lending pictures at present in operation in New York. The list was compiled after consultation with specialists and with persons of conservative or extreme views as to the subjects which should be excluded from school walls, and therefore has some noticeable omissions, such as the Sistine madonna, the Surrender of Breda, and the Venus di Milo. Each picture in the list is shown in a half-tone illustration, accompanied by a brief description with references for farther reading. Names of publishers and sizes, in which each picture will be approved for State grants, are also included, with some suggestions as to the permanent decoration of school interiors. Following these practical features for New York schools are a few pages relating to art for schools in other states, and an instructive and interesting paper on decoration of schools in England, by Miss Hermione Unwin, of Yorkshire, Eng. Appended is a bibliography of the object. Single copies of this bulletin have

been distributed free of charge to regents schools, other copies are sold at 50 cents.

State library. Below is a comparative statement, based on official reports received in December, 1900, showing the number of volumes, staff and total salaries, excluding those for janitorial services, in five libraries, three of which are smaller than the New York State library. As many replies to requests for information were confidential, it is not practicable to give a complete report. For example, three other large libraries send confidential statements, showing 410, or an average of 137, on staff. One of these libraries does not report total salaries; two report \$193,711, an average of \$96,856.

	Volumes	No. on	Total
	1899.	staff.	salaries
Library of Congress.....	957,056	230	\$142,625
Chicago public library.....	245,248	151	132,944
Cincinnati public library...	196,058	72	37,378
Buffalo public library.....	145,000	69	37,000
New York State library (excluding bindery force, 6, and those employed temporarily, at present 9)	410,766	44	33,239

Oct. 1.—December 31 the library added 4,584 volumes to its working collections, making a total January 1, of 307,441 volumes. The public is kept informed of accessions likely to be of great general interest through weekly lists furnished to the press. Recent statistics show that more than a fourth of the pamphlets, of which the library has about 164,000, and more than half the serials pertain to education. This result has been attained only by unrelaxing efforts to secure these important but usually ephemeral reports and circulars of information.

State museum. The new quarters of the State entomologist in Geological Hall are nearly ready for occupancy. They will afford additional facilities for work, better light and much-needed space for the exhibition of the State collection of insects. It is proposed eventually to have on exhibition a collection commensurate with the importance of the subject. The preparation of this exhibit is now under way, and in the fall it will be increased by the specimens now being arranged for the Pan-American Exposition.

SCHOOL LEGISLATION

Among the important bills affecting school legislation, introduced prior to February 1, 1901, are the following:

Introduced by Assemblyman Plank.—An act requiring the following qualifications for the office of school commissioner: Must hold either a college graduate certificate, a State certificate issued since eighteen hundred seventy-five, or a New York State normal school diploma issued at least three years prior thereto, or a commissioner's first grade certificate under the uniform system of examinations, dated at least three years previous, or has immediately preceding his nomination for the office of school commissioner at least two years experience as a school commissioner, and no other shall be eligible to the office of school commissioner. Now in committee.

Introduced by Assemblyman Sullivan.—An act to amend the consolidated school law relating to the purchase of text books by boards of education and trustees, and after September first, 1900, by

the State; gives to trustees right to make purchase of text books but makes the same payable from State funds. This act also repeals that portion of the consolidated school law relating to teaching alcoholic and narcotic effects. Now in committee.

Introduced by Assemblyman Sullivan.—Providing for a vote of the electors of a town upon question of whether or not they shall adopt a township school system. If so voted, the town board shall appoint nine directors, who shall have charge of the schools of the town. Act does not apply to union free school district. Now in committee.

Introduced by Assemblyman Fowler.—An act providing an appropriation of \$170,000 above insurance money, to rebuild at Fredonia, New York, the State Normal and Training School. Contract let to lowest bidder, from plans by the State architect. Will probably pass as drafted.

Introduced by Assemblyman Goodsell.—An act authorizing school boards and school trustees to purchase school supplies and school furniture in open market when in their judgment it is for the best interests of the school to do so. Now they are obliged to secure supplies from State prisons.

NEW YORK STATE

UNIFORM EXAMINATIONS

HELD

Thursday and Friday, January 10 and 11,
1901

FOR

COMMISSIONER CERTIFICATES

AMERICAN HISTORY

Questions.

1. What two Europeans circumnavigated the globe in the sixteenth century?
2. a) What rebellion occurred in the colony of Virginia? b) State briefly the causes that led to this rebellion.
3. Give the name of a person prominently identified with the settlement of each of the following: a) Kentucky; b) Maryland; c) Quebec; d) Georgia; e) Pennsylvania. (Answer any three.)
4. a) What historical events are suggested by the dates 1689 and 1789? b) What two great issues were decided in the interval between these two dates?
5. Name two of Washington's generals that proved to be a) either inefficient or traitors; b) three that proved true and capable.
6. Give an account of Col. St. Leger's invasion of the Mohawk valley, and state in what way its results affected Burgoyne's invasion.
7. a) Explain the term abolitionist as used in our political history. b) Mention two of the most prominent abolitionists.
8. State a principal feature of the compromise measure of Henry Clay in a) 1820; b) 1832; c) 1850. (Answer any two.)
9. Mention a) two men prominent in the acquisition of California during the war with Mexico; b) the two American generals most prominent in the conquest of Mexico.
10. Why were many of the state governments in the South after the civil war called "carpet bag" governments?

Answers.

1. Magellan, Drake.
2. a) Bacon's rebellion. b) The tyrannical and oppressive rule of Governor Berkeley. Berkeley was upheld by King Charles II., and the King even went so far as to give away the whole colony to two of his favorites—Lords Arlington and Culpepper. This act of the King angered the people of the colony, and about this time the Indians began to burn the inland settlements and murder the inhabitants. Berkeley was so unpopular in the colony that he did not dare to call out the military force for fear it might be turned against him. To defend themselves, the people raised a volunteer force and chose Nathaniel Bacon captain.
3. a) Daniel Boone; b) George Calvert, known as Lord Baltimore; c) Champlain; d) Oglethorpe; e) William Penn.
4. a) 1689 marks the end of the early history of America and the beginning of the century known as the middle period of American history. It is also the beginning of the French and Indian wars. 1789 marks the close of the century known as the middle period of American history and the inauguration of Washington as president. b) it was decided that the English and not the French should control this country. It was also decided that the colonies should be united in a single government—a republic—and should be separated from Great Britain.
5. a) Arnold, Charles Lee, Conway, Gates. b) Schuyler, Sullivan, Greene, Putnam, Warren, De Kalb, La Fayette, Steuben, Stark, Herkimer and others.
6. St. Leger was to descend the Mohawk valley from the St. Lawrence by way of Oswego, reduce Fort Stanwix and any other opposition in the valley, enlist the support of the Indians and Tories, and join Burgoyne. He laid siege to Fort Stanwix, but did not capture it. A fierce battle was fought at Oriskany Falls. Schuyler sent Arnold to the relief of Fort Stanwix and St. Leger was compelled to retreat to Lake Ontario. Burgoyne was thus deprived of one of the agencies which was to co-operate with him and this contributed to his defeat and surrender.
7. a) Those who believed in the complete abolishment of slavery. b) Wm. Lloyd Garrison, Wendell Phillips and Theodore Parker. Others may be given.
8. a) Missouri came into the union a slave state. Maine came in as a free state. Slavery was to be prohibited in all territory north of the parallel of 36° 30', the southern boundary of Missouri. b) That the tariff should be gradually reduced until 1842, when it should be equal to twenty per cent. of the value of the goods. c) California was admitted a free State. Utah and New Mexico should be given territorial governments without restrictions on the slave question. That the slave trade in the District of Columbia should be abolished. A stringent fugitive slave law was enacted.
9. a) Fremont and Stockton. b) Taylor and Scott.
10. Many politicians and adventurers went south in the hope of making fortunes through the political offices they might get. Many states were controlled by ignorant negroes. These people who thus came in the southern states were called carpet-baggers and used the negroes to execute their schemes of plunder.

Questions.

- Two oarsmen, A and B, start from the same place at the same time for a place m miles away. A, the better oarsman, rows r miles an hour, B rows s miles an hour. Give the algebraic expression showing the number of miles that B is from the destination when A reaches it.
- Find the prime factors of a) $2ac + 2ad - bc - bd$; b) $x^3 - y^3$; c) $3a^3 + 12ac + 12c^3$.
- Find the sum of $\frac{1}{2x^3 + x - 1}$ and $\frac{1}{3x^3 + 4x + 1}$.
- Given $\frac{1}{a} + \frac{a}{x+a} = \frac{x+a}{ax}$. Find the value of x .
- A and B are competitors for a prize of \$20. If A wins he will have 4 times as much money as B. If B wins he will have $1\frac{1}{2}$ times as much money as A. How much money had each at first?
- Find the square root of $x^4 + 10x^2 - 4x^3 + 9 - 12x$.
- Reduce each of the following radicals to its simplest form:
a) $\frac{1}{2}\sqrt{\frac{3}{2}}$; b) $\sqrt[3]{363}$; c) $\sqrt{3a^2 - 6ax + 3x^2}$.
- Given $\frac{x+3}{2x-7} = \frac{2x-1}{x-3}$. Find the value of x .
- Given $2x - \frac{1}{2}y = 3$ and $3y + \frac{1}{2}x = 4$. Find the value of either unknown quantity by the method of substitution.
- A man bought a number of yards of cloth for \$90. If he had bought 9 yards more for the same money it would have cost 50 cents less per yard. How many yards did he buy, and at what price per yard?

Answers.

1. $\frac{mr - ms}{r}$
2. a) $c+d$, $2a-b$; b) x^4+y^4 , x^2+y^2 , $x+y$, $x-y$; c) 3 , $a+2c$, $a+2c$.
3. $\frac{5x}{6x^3+5x^2-2x-1}$.
4. $\frac{a}{a-1}$.
5. A, \$20; B, 10,
6. x^2-2x+3 .
7. a) $\frac{1}{2}\sqrt{5}$; b) $11\sqrt{3}$; c) $(a-x)\sqrt[3]{3}$.
8. $x=4$ or $1\frac{1}{2}$.
9. $x=1\frac{1}{4}$; $y=1\frac{1}{2}$.
10. 36 yds. at \$2.50 per yard.

BOOKKEEPING.

Questions.

1. What is a a) promissory note; b) check? How many parties are considered in each of the above?
- Gordon & Smith have a furniture business at Johnstown, N. Y. The following is from their memoranda:
- June 4, 1900. Sold Peter Howard, on account, 1 oak extension table, \$22; 6 dining chairs at \$3.
- Paid for stationery and postage, \$1.75.
- June 5. Bought Merchandise of Strong & Harlon, on account, as per invoice, \$974.50.
- Sold Michael Higgins, on account, 1 oak folding bed, \$49.50.

June 6. Sold Charles W. Smith, on account, 1 bookcase, \$62. 1 library table, \$25. 2 revolving chairs at \$10.

Paid John St. John store rent for June,
cash \$80 and took receipt for the same.

June 7. Gave Strong & Harlon our note at 15 days for \$500 and paid by check on Traders Bank,, balance of account.

June 8. Received for cash sales, \$495.75.
Paid cartage \$4. Insurance on \$15,000
stock at $\frac{5}{8}$ per cent.

Deposited in Traders Bank, \$580.

2-3. Using one page for each, construct forms for day-book, cash-book and ledger.

4-5. Enter in proper form in day-book such of above transactions as belong to day-book accounts.

6. Post day-book entries.

7-8. Enter in cash-book all transactions belonging to cash-book accounts and balance the book.

9-10. Write *a)* the note, *b)* the check, *c)* the receipt mentioned in the above transactions.

Answers.

1. a) A promissory note is a written promise to pay a specified sum at a stated time. Two parties are considered; the maker and the payee.

b) A check is a written order, usually on a bank, to pay a specified sum to a third party, or sometimes to the maker of the check. Three parties are considered: maker, drawee, payee.

DAY BOOK

JOHNSTOWN, N. Y., 1000 DR. CR.

			DR.	
June	4	PETER HOWARD		
	1)	To 1 Oak Extension Table...	\$22 00	
		" 6 Dining Chairs @ \$3.00...	18 00	
				\$40.00
	5	STRONG & HARLON		
	1)	By Merchandise.....		974 50
	5	MICHAEL HIGGINS		
	1)	To 1 Folding Bed.....		40 50
	6	CHAS. W. SMITH		
		To 1 Bookcase.....	\$12 00	
	1)	" 1 Library Table	25 00	
		" 2 Revolving Chairs @		
		\$10 00.....	20 00	
				107 00
	7	STRONG & HARLON		
		To Note @ 15 da.....	\$500 00	
	1)	" Check on Traders' Bank.	474 50	974 50
	7	TRADERS' BANK		
	1)	By Check in favor of Strong & Harlan.....		474 50
	8	TRADERS' BANK		
	1)	To Cash.....		580 00

6.

LEDGER

DR.		PETER HOWARD				CR.	
1900 June	4 To Mdse.	1	\$40.00				

STRONG & HARLAN

1900 June	7	To Note	1	\$500.00	1900 June	5	By Mdse.	1	\$974.50
		Check.	1	\$474.50					

MICHAEL HIGGINS

1900 June	5	To Mdse.	1	\$49.50					
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CHAS. W. SMITH

1900 June	6	To Mdse.	1	\$107.00					
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TRADERS' BANK

1900 June	8	To Cash.	1	\$580.00	1900 June	7	By Check	1	\$474.50
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7-8.
CASH BOOK

			DR.	CR.
1900 June	4	Paid for Stationery and Postage.....		\$1.75
	5	Rec'd for Sales.....	\$479.50	80.00
	6	Paid Store Rent for June.....		
	8	Rec'd for Sales.....	495.75	
	8	Paid Cartage.....		4.00
	8	" Insurance.....		93.75
	8	Deposited in Traders' Bank.....		580.00
		Balance.....		215.75
			\$975.25	\$975.25

NOTE.—The amount on hand June 4, should have been stated, in order to make this balance actual.

9-10. a) \$500.00. JOHNSTOWN, N. Y.

June 7, 1900.

Fifteen days from date, for value received, we promise to pay to Strong & Harlan or order Five Hundred Dollars.

GORDON & SMITH.

b) \$474.50. JOHNSTOWN, N. Y.

June 7, 1900.

Traders' Bank

Pay to Strong & Harlan, or order, Four Hundred Seventy-four and 50-100 Dollars.

GORDON & SMITH.

c) \$80.00. JOHNSTOWN, N. Y.

June 6, 1900.

Received of Gordon & Smith Eighty Dollars in full for rent of store for the month of June, 1900.

JOHN ST. JOHN.

ARITHMETIC.

Questions.

1. a) Divide .207776 by .0086, and write in words the local value of each significant figure in

the quotient. b) Multiply $45\frac{1}{11}$ by $6\frac{2}{11}$, and write the product in words.

- Find the value of two-fifths of 300 A. 45 sq. rd. of land at \$57.25 per acre.
- a) $\frac{1}{4}$ is what per cent. of $\frac{1}{2}$? b) What per cent. of a watch case 14 carats fine is alloy?
- If a man insures his house valued at \$3,600 at $\frac{3}{4}\%$, and the furniture therein valued at \$1,800 at $1\frac{1}{8}\%$, and the whole is destroyed by fire, what is his net loss?
- The interest on a certain sum for 1 yr. 1 mo. 1 da. at 6% per annum was \$86.40. Find the sum at interest.
- After trade discounts of $33\frac{1}{3}\%$, 20% and 5% had been deducted from the list price of an article, the cost to a buyer was \$43.51. Find the list price.
- Raise 3 to the fifth power, and extract the square root of the result (correct to 2 decimal places).
- If A, B and C can do a certain piece of work in 12 days when working together, and A and C can do the same in $17\frac{1}{2}$ days, how long will it take B alone?
- Which produces the better income, N. J. Central 5's bought at $122\frac{1}{2}$ or M. K. & T. 4's at $91\frac{1}{4}$, and how much?
- Find the area of a triangular field 16 ch. 40 l. on one side which is 14 ch. 80 l. from the opposite corner of the field.

Answers.

1. a) $.207776 \div .0086 = 24.16$ twenty four one tenth six hundredths
 b) $45\frac{1}{11} \times 6\frac{2}{11} = \frac{594}{11} \times \frac{14}{11} = 277\frac{14}{11}$
 two hundred seventy-seven and two hundred ninety-five three hundred forty-firsts.

A sq. rd. A A

2. $\frac{2}{5}$ of 300 45 = 120. $1127 \ 120.1157 \times \$57\frac{1}{2} = \$6,876.44$.
3. a) $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$. $11\frac{1}{2} = 11\frac{1}{2}$
 b) $\frac{1}{2} - \frac{1}{2} = \frac{0}{2} = 0$. $41\frac{1}{2} = 41\frac{1}{2}$
4. $\$3,600 \times \frac{3}{4}\% = \$27.00$ $\$27.00 + \$20.25 = \$47.25$
 $\$1,800 \times 1\frac{1}{8}\% = \$20.25$

It may be said that there is no loss to the owner of the property. His property was insured at full value and he received full payment for the loss. The premium paid may not be considered a loss as it was paid for protection and he received the thing paid for.

5. 1 yr = .06 $\$86.40 + .065\frac{1}{2} = \$1,325.83$
 1 mo. = .005
 1 da. = .0001
 $.065\frac{1}{2}$
6. 100
 $.33\frac{1}{2}$
 5).66
 $.13\frac{1}{2}$
 20).53
 $.02\frac{1}{2}$
 $.50\frac{1}{2}$

$$\$43.51 + .50\frac{1}{2} = \$85.875$$

7. $3 \times 3 \times 3 \times 3 \times 3 = 243$

$$\sqrt{243} = 15.58$$

8. A, B and C can do $\frac{1}{12}$ in 1 day. A and C can do $\frac{1}{18}$ in 1 day. $\frac{1}{18}$ (what A, B and C

can do in 1 day) — $\frac{1}{3}$ (what A and C can do in one day = $\frac{1}{15}$ or what B can do in 1 day It will therefore take B as many days to do the work as $\frac{1}{15}$ is contained times in $\frac{1}{3}$ or $38\frac{1}{11}$. *Ans.*

9. $4.0000 \div 91.75 = .04359 +$

$5.0000 \div 122.5 = .04081 +$

$.04359 - .04081 = .00278$

M. K. & T. 4's is the better by .00278

10. Take $\frac{1}{2}$ the product of the base by the altitude.

$$\frac{16.4 \times 14.8}{2} = 121.36 \text{ sq. ch.}$$

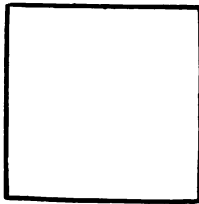
DRAWING.

Questions.

Note. Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler. The measure of all work shall be at least one inch.

C.V.

M.P.



7. Copy diagram given; transfer the square to the ground plane and erect a pyramid on the perspective square—altitude $1\frac{1}{2}$ ".
8. Sketch the contour of the State of New York; locate and shade (using usual convention) to represent the principal mountainous districts.
9. Sketch the following to represent correct grouping and shading; the right half of an ordinary mantel, upon which may be seen a vase and other ornaments.
10. Copy sketch.



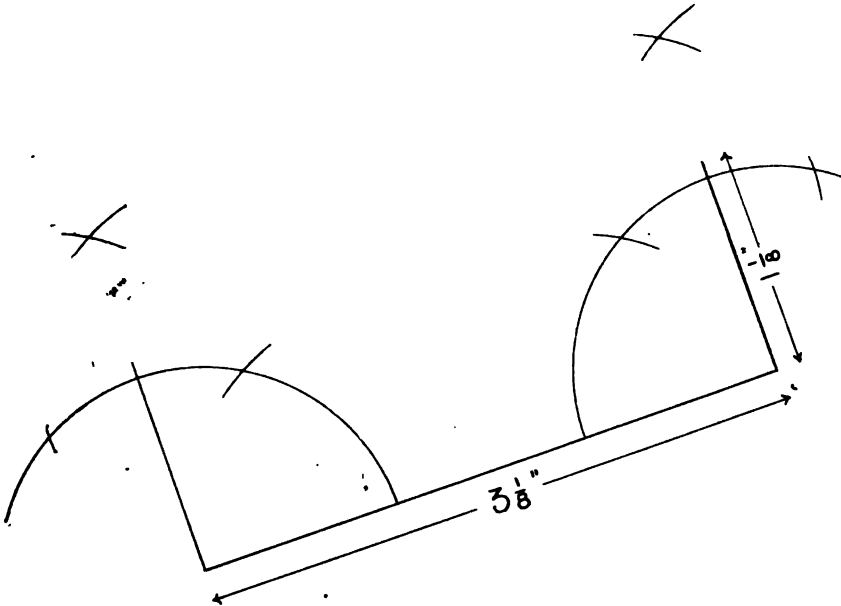
Answers.

1. a) Material for lesson: Glass prism, color top, book of colors, etc. Plan: Introduction,—to arouse the pupil's curiosity and interest. 1) Study the colors first, from the solar spectrum. 2) Match the six positive spectrum colors, from the colored papers, and place them in order. 3) Children find objects about the room, such as flowers, the gowns of the girls, crayon, etc., which match these colors. 4) By the use of the color-top, produce the twelve hues. 5) Impress "tint," "shade" and "hue" firmly on the pupils' minds. 6) Children match the hues. 7) Arrange the eighteen colors in their proper order. Conclusion: Drill, by mounting the colors in order, painting

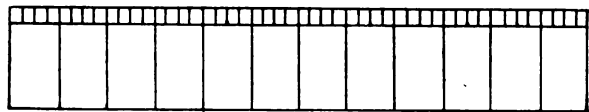
them, etc. Home work: Pupils collect articles matching the eighteen colors.

(b) 1) A *tint* is any color modified by light, or blended with white. 2) A *shade* is any color modified by diminished light, by shadow, or blended with black. 3) A *color scale* is a regular series of colors composed of some central color graduating by a succession of steps to a tint on one side, and to a deep shade on the other. 4) A *broken color* is any color modified by gray. 5) *Neutrals* are colors which have little or no effect on colors in juxtaposition, viz: black, white, silver and gold.

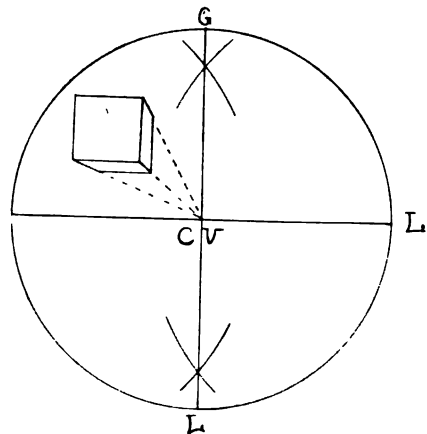
2. Full line (light and dark), dotted line, dash line, and dot and dash line.



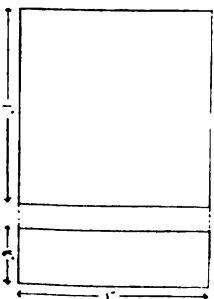
3



5.



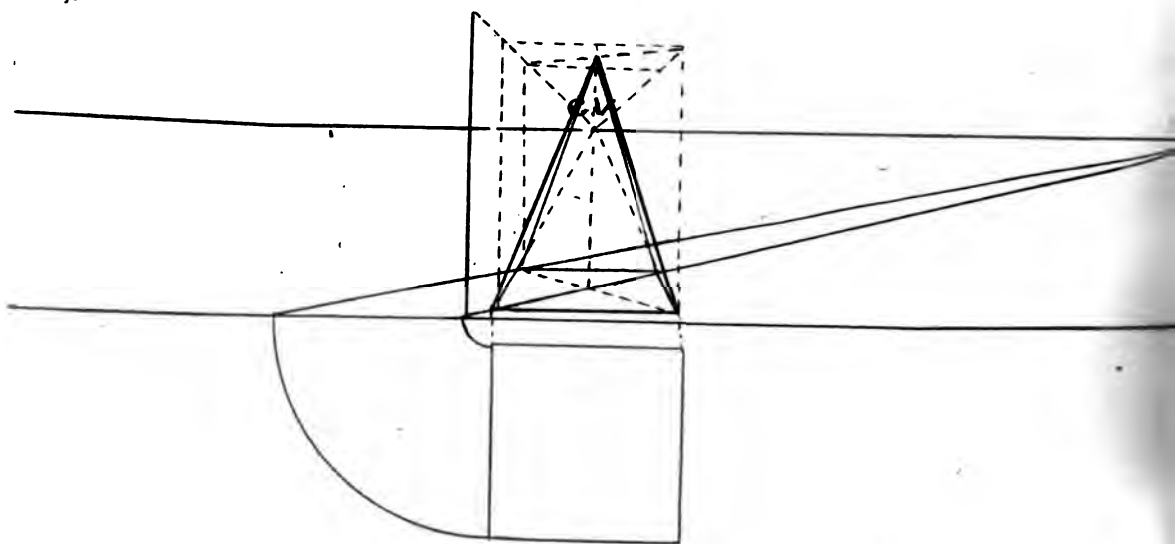
4.



6. (a) Take a book, and pass a string under the upper cover, as it lies on the table. Join the ends of the string at such a place above the book, that the receding edges of it, will appear to coincide with the strings. (To teach convergence of lines at the C. V. in parallel perspective. b)

Copy pictures through ground glass, and make measurements. (c) Have pupils observe a railroad track, tunnel, or line of telegraph poles, etc., and state what they notice about the apparent size as the distance increases.

7.



8.



9.



10. Copy sketch.

GEOGRAPHY.

Questions.

1. a) What causes the apparent movement of the sun north and south in the heavens? b) What is the measure of this movement in degrees?
2. Define and give an example of a) a mountain system; b) a plateau; c) a plain; d) a river basin.
3. Locate in the German empire a) an educational center; b) a famous river; c) a trading port; d) extensive forests.
4. Name a) two rivers which cross the plains of China; b) one receiving its waters from the south side of the Himalaya mountains; c) two flowing northward across Siberia.
5. Which grand division of land has the most a) regular coast line; b) irregular coast line? c) How do these conditions affect the wealth and power of the people?
6. On what waters would you sail in journeying by ship from London to Constantinople?
7. Locate by province or colony a) Sydney; b)

Melbourne; c) Johannesburg; d) Cape Town.

8. Name the counties of New York that border on a) Pennsylvania; b) New Jersey.
9. Name a) two important exports; b) two principal cities; c) one valuable forest product; d) one mineral product, of Cuba.
10. Trace a water communication between a) Chicago and New York city; b) New York city and Baltimore.

Answers.

1. a) The revolution of the earth around the sun and the inclination of its axis. b) 47° ($23\frac{1}{2}^{\circ}$ to the north and $23\frac{1}{2}^{\circ}$ to the south).

2. a) A number of mountain ranges having the same general direction in one great highland form a mountain system. Rocky Mt. system in North America. b) Plains that stand high above sea level are called plateaus. Plateau of Thibet, in Asia. c) A large tract of low, generally level land is a plain. The Steppes or great plains of Russia, in Europe. d) The entire region drained by a river system is a river basin. The basin of the Amazon, in South America.

3. a) Leipsic, in the northern part of the kingdom of Saxony, which is in the central part of Germany. b) The Rhine, which flows through the western part of Germany from south to north. c) Hamburg, in the north-western part, on the Elbe. d) The Black Forests in the south-western part.

4. a) Hoang-Ho or Yellow, Yang-tse-Kiang; b) Ganges; c) Lena, Yenisei.

5. a) Africa; b) Europe; c) An irregular, deeply-indented coast line is favorable to navigation. The intercourse with other nations and the commerce with them which this brings teaches a people, and also brings wealth. The harbors also afford shelter for building and keeping ships of war, and this makes a nation powerful. For these reasons Europe is wealthier and more powerful than Africa.

6. Thames river, North sea, Strait of Dover, English channel, Atlantic ocean, Strait of Gibraltar, Mediterranean sea, Aegaen sea, Strait of Dardanelles, Sea of Marmora, Bosphorous strait.

7. a) New South Wales; b) Victoria; c) South African Republic; d) Cape Colony.

8. a) Chautauqua, Cattaraugus, Allegany, Steuben, Chemung, Tioga, Broome, Delaware, Sullivan, Orange. b) Orange, Rockland, Westchester, New York, Kings, Richmond.

9. a) Sugar, tobacco; b) Havana, Santiago de Cuba; c) mahogany; d) copper.

10. a) Lake Michigan. Strait of Mackinac, Lake Huron, St. Clair river and lake, Detroit river, Lake Erie, Erie canal, Hudson river. b) New York bay, Atlantic ocean, Chesapeake bay.

PHILOSOPHY AND HISTORY OF EDUCATION

Questions.

Of the following questions candidates will answer 10 only, to each of which 10 credits are assigned

1. What was the main purpose of education in a) ancient Egypt; b) India; c) China?
2. Name a) a distinguished teacher, and b) a renowned pupil of Aristotle. What was the chief characteristic of Aristotle's method of teaching?

3. What was the means of support of the schools of a) Athens; b) Rome. What was the chief aim of the schools of each?
4. State the provisions of the Jewish system of education adopted after the Roman conquest, relating to a) minimum age of pupils; b) minimum number of pupils for each teacher; c) attendance; d) teacher; e) subjects taught.
5. What religious order greatly fostered higher education during the 16th, 17th, and 18th centuries?
6. Upon what law of human development is inductive teaching based?
7. What was the most prominent motive in the life of Pestalozzi?
8. a) To what grade of educational work did Erasmus principally direct his efforts? b) To what, Martin Luther?
9. State a) by what organizations most of the earlier colleges of this country were established, and b) two means of financial support.
10. a) State a well-known educational maxim which is exemplified in giving development lessons. b) What term derived from a renowned teacher is sometimes applied to the method of teaching employed in giving development lessons?
11. a) What was the nature of the "Great Didactics" of Comenius? b) What illustrated text book did he publish?
12. Where and by whom were the first public schools organized within the present limits of this state?
13. Compare the old line academies of this state with our present high schools, as to a) how controlled, b) principal means of support, c) extent of patronizing territory.

Answers.

1. a) Egypt—class—to prepare man for his calling; open to all save swineherds. b) India—perpetuation of caste system. c) China—to promote adoration of ancestors and prepare for official position.
2. a) Plato, b) Alexander, c) creation of the science of deductive logic.
3. a) Athens—state support; purpose,—symmetrical physical, intellectual and ethical development of the man. b) Rome—support private or domestic; purpose,—complete development of Roman citizens.
4. a) Age 6 years. b) maximum number 25. c) attendance compulsory, d) teachers, mature married men. e) Subjects—Scriptures, reading and writing, natural history, arithmetic, geometry, astronomy.
5. Jesuits.
6. Upon the natural order of development of the perceptive, conceptive, cognitive and cogitative faculties. "There is no beginning of mental activity except by impression from without." "From particular fact to general truth." "From simple to compound, concrete to abstract, perception to reflection, examples to rules."
7. A desire based on love to improve the condition of humanity.
8. a) To the higher classes—the select few—higher education. b) Education for the masses, universal, especially for the lowly; he laid the

foundation of the present German common school system.

9. a) Churches or religious organizations, or bodies. b) Endowments, tuition, state aid, church contributions, lotteries.

10. a) "Proceed from the known to the unknown." "The thing before the word." "The thought before the word." b) Pestalozzian, Socratic.

11. a) A treatise designed to show "how to teach all things to all men." b) Orbis Pictus.

12. The charter of the West India Company specified that it should maintain "preachers, schoolmasters and comforters of the sick;" first official act relating to public schools was in 1629, when the *patroons* were ordered to furnish schoolmasters; first regular schoolmaster was Adam Roelandsen; in 1633 he opened a school in New Amsterdam, a free school supported by the church and the company.

13. a) Academies, private board of trustees. High schools, board of education, chosen by the electors—subject to statutes of the state. b) Academies, tuition and endowment. High school, public school money and local taxation. c) Academies, practically unlimited High schools, practically limited by district, city or village corporation boundaries.

CIVIL GOVERNMENT.

Questions.

1. What is the object of having two branches of the state legislature?
2. a) How often are town meetings held? b) Mention two officers elected at town meetings and c) one important duty of each.
3. State a) the general duties of the attorney-general of this state; b) his term of office.
4. What is the term of office of a) United States senator; b) representative in congress? c) Why did the framers of the constitution adopt this plan?
5. Who is custodian of the public records of a) the county; b) the town; c) the school district?
6. Give the general duties of inspectors of election.
7. a) How is the office of secretary of state of the United States filled? b) Give two of his most important duties.
8. What member of the president's cabinet has charge of a) the United States military school at West Point; b) the naval school at Annapolis; c) the Indian schools?
9. a) How are new states admitted into the Union? b) How are the territories governed? c) How is a territory represented in congress?
10. a) What is the name of the highest court of the United States? b) How are its judges chosen?

Answers.

1. There is less danger of bad measures passing two houses than there is in such measures passing one house. The bad features of the measure may be discovered in one house when they have not been discovered in the other. One house therefore operates as a check upon the other to prevent legislation which is not for the best interest of the people.

2. a) Biennially; b) supervisor, town clerk. (Any other two town officers may be given.) c) Receive and disburse the school money of the town as directed by law. He is the custodian of the official records of the town. (Other answers may be given.)

3. a) He is the attorney for the state and prosecutes and defends actions in behalf of the state b) Two years.

4. a) Six years, b) two years. c) It was a compromise between the National Party and the State Party. The former favored representation in congress based on the population or "proportional representation," as it was called, and the latter favored equal representation or the same number of representatives from each state. The compromise combined the two plans, thus satisfying in a measure both parties and greatly aiding in the adoption of the constitution.

5. a) The county clerk, b) the town clerk, c) the school district clerk.

6. They appoint two poll clerks and two ballot clerks. They receive the votes cast at an election and deposit them in boxes provided for that purpose. After the polls are closed they canvass such votes and make true reports of the same as directed by law.

7. a) Appointed by the president and confirmed by the senate. b) He supervises the publication of all laws, treaties, and public archives and records, and preserves the same in his office. He has charge of all correspondence relating to foreign matters. He makes out and records passports, commissions, etc. (Other answers will be accepted.)

8. a) Secretary of the war, b) secretary of the navy, c) secretary of the interior

9. a) By an act of congress. b) Congress prescribes a local territorial government. The president appoints a governor, subject to the confirmation of the senate. c) A territory is represented in congress by a delegate, who may discuss questions before that body, but who is not allowed to vote.

10. a) United States supreme court. b) Appointed by the president and confirmed by the United States senate.

PHYSICS

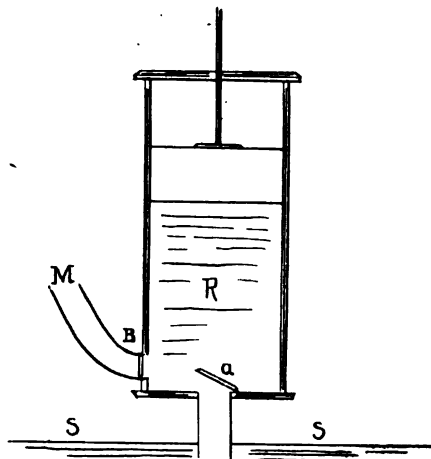
Questions.

- In which class of levers is the a) weight never less than the power; b) power always more than the weight?
- a) Describe the action of the force pump and b) illustrate by means of a drawing.
- a) At sea level, to what height will water rise in a vacuum? b) Why?
- How far will a stone fall in five seconds affected by gravity alone?
- a) Why does smoke ascend on some days and on others descend? b) In either case, what does it indicate in regard to the weather?
- Distinguish between a liquid and a gas.
- Name and define a) three general properties of matter; b) three specific properties.
- Name an object that is a) transparent; b) translucent; c) opaque.
- Explain the rise of liquids in small tubes.
- a) Define conduction; b) convection; c) give three practical applications of the principle of convection.

Answers.

1. a) Levers of the second class. b) Levers of the third class.

2. The force pump consists of a closed hollow cylinder, in which is fitted a solid piston, which is operated from above by a lever. This cylinder is connected with the main body of water by a tube leading downward from it. Between the tube and cylinder is a valve, which moves only in an upward direction. From one side and near the bottom of the cylinder opens a discharge pipe, at the entrance of which is also a valve, opening outward. (See diagram.) When the piston is forced down, the valve (a), closes, and the water in the reservoir (r), is forced out through (b-m). When the piston is raised, valve (c) is closed by the weight of the water in (m), valve (a) is opened, and water is forced into the reservoir by atmospheric pressure at (s) to fill the partial vacuum formed by raising the piston. In a pump of this kind the water is forced out in spurts. A steady flow may be obtained by introducing an air chamber, through which the water must flow before discharging. This equalizes the pressure.



3. a) Thirty-four feet. b) Because at that height the column of water will equal in weight the atmospheric pressure from the outside, and form a balance.

4. $S = \frac{1}{2} \text{ gr.}^3$; $-S = 16.08 \times 5^3$ or 402 gr. (S).

5. a) Because the weight of the atmosphere varies on different days. b) When smoke rises, fair weather is indicated, because the air is free from water vapor and therefore heavier. When smoke falls, stormy weather or approaching storms are indicated, because the air is lighter than the smoke, being full of water vapor.

6. Liquids and gases are both fluids, and the molecules of each move readily about. They differ in that liquids tend to preserve a definite volume, while gases expand indefinitely.

7. a) *Extension* is that property of matter by virtue of which it occupies space. *Impenetrability* is that property of matter by virtue of which two bodies cannot occupy the same space at the same time. *Mobility* is that property of matter by virtue of which the position of bodies may be changed. c) *Malleability* is that property of mat-

ter by virtue of which some bodies may be rolled or hammered into sheets. *Ductility* is that property of matter by virtue of which some bodies may be drawn into wire. *Brittleness* is that property of matter by virtue of which some bodies may be easily broken, as by a blow. (Other answers may be given.)

8. a) Glass; b) ground glass; c) wood.

9. The surface of all liquids has a tendency to contract, and the rise of liquids in small tubes occurs when the adhesive power between the particles of the surface of the liquid and of the sides of the tube is greater than the cohesive power of the particles of the liquid film.

10. a) *Conduction* is the process by which heat passes from the hotter to the colder parts of an unequally heated body. b) *Convection* is the method of diffusing heat by the motion of heated fluid masses. c) *Heating* a room by a stove; heating buildings by steam; in cooking.

SCHOOL LAW.

Questions.

1. By what vote may a district change a) from three trustees to one; b) from one trustee to three?
2. Mention two qualifications for voters at a school meeting.
3. To what exemption from regular tuition is a non-resident taxpayer entitled?
4. State the legal qualifications of a teacher as to a) age; b) certificate.
5. In a common school who has the authority to establish rules for the government and discipline of the school?
6. What amount may a trustee expend for a dictionary, map, globes or other school apparatus, without the authority of a vote of the district?
7. a) The annual school census must contain the names of children of school age residing in the district on what date? b) When must the trustee make his annual report to the school commissioner?
8. Give the longest time for which a teacher may be hired in advance.
9. What is the collector's fee a) for receiving taxes; b) for collecting them?
10. Mention two causes for which a trustee would be justified in removing a teacher.

Answers.

1. a) The electors at any school meeting may resolve by a majority vote to change from three trustees to one trustee. b) By a two-thirds vote of legal voters present at an annual meeting.

2. Any person of full age residing in a school district, who has resided in said district for a period of thirty days preceding any annual or special school meeting, who owns, or hires, or is in possession under contract of purchase, real property liable to taxation for school purposes; or any resident of such district who is a citizen of the United States, twenty-one years of age, and is the parent of a child or children of school age, some one or more of whom shall have attended school at least eight weeks within the year preceding such meeting. (Other qualifications may be given.)

3. He is entitled to exemption from tuition for an amount equal to the taxes which he pays.

4. a) Must be at least eighteen years of age. b) Must possess an unannulled diploma, granted by a State Normal school, or an unrevoked or unannulled certificate of qualification, given by the superintendent of public instruction, or an unexpired certificate of qualification, given by the school commissioner within whose district the teacher is employed.

5. The trustee or trustees.

6. Not to exceed twenty-five dollars.

7. a) On the thirtieth day of June. b) On the first day of August.

8. Not longer than one year in advance.

9. a) One per cent. b) Five per cent.

10. For incompetency or for immorality.

METHODS AND SCHOOL MANAGEMENT.

Questions.

1. Give a plan for teaching the cardinal points a) on the earth's surface; b) on the map.
2. State two important purposes of review work.
3. What should be the chief purpose of the first lessons in reading in the first year of school?
4. a) Give a good method for the detection and correction of misspelled words in the written spelling exercises. b) What means should be taken to prevent the future misspelling of these words?
5. a) Mention two important purposes in teaching arithmetic. b) What special advantages are to be derived from the study of mental arithmetic?
6. In what year of school, or grade, should the use of a text book in geography begin? Give reason for answer.
7. State three important educational axioms.
8. Give a good plan for opening exercises suitable for an ungraded rural school.
9. Give a good plan for dealing with tardiness.
10. Mention three things that should always be taken into consideration in determining the promotion of pupils.

Answers.

1. a) Teach the class that the sun rises in the east. Then by facing the east, the left hand points to the north, and the right to the south;—or at night locate the north star and face it, then the right hand points east, and the left west. b) After locating direction as regards the school grounds, draw a map of the grounds, and hang it so that north will be toward the top, then state that it is customary to draw maps so that north will be toward the top. Have the class examine maps and find north, east, south and west.

2. To gain accuracy and celerity, and a knowledge of the relation of each part of a subject to the whole.

3. By conversation to gain the acquaintance and confidence of the child, and to discover his powers and characteristics in order to lay the foundation for class work.

4. a) Have each student pass his paper to the next, and while the teacher or a student spells the words correctly, let all correct. Vary the order of passing that no student may know who is to correct his paper. b) Particular attention should be called to words misspelled by a large number of the class, and these should be made a part of

the next regular lesson. Each student should learn to spell correctly before the next lesson the words he has misspelled in this. A list of misspelled words should be kept for review lessons, to be given at stated times. The review may be given in the form of some game, if desired.

5. a) To develop the power of reasoning and promote accuracy, and to prepare for general business. b) Rapidity of thought and ability to hold in mind all the given elements of a problem.

6. It should not be used until the pupil can read comprehensively, and has a good knowledge of local geography. In an ungraded school, owing to lack of time, it may become necessary to introduce the book earlier than would be advisable in a graded school. The time would vary from the fourth to the sixth grade.

7. "Proceed from the known to the unknown." "Learn to do by doing." "The thought before the word." "There is no beginning of mental activity except by impression from without."

8. a) Roll call, b) singing, c) literary exercise. This may be Scripture reading, recitations by the students, a story read by the teacher, or short talks on some subject correlated with school work. d) Singing.

9. Make the morning exercises of such character that the students will desire to be present. Allow a half holiday once per month to all whose attendance record during the month has been perfect. The cause as well as a remedy may sometime be ascertained by conferring with the parents.

10. a) The child's age and his physical and mental condition. b) Previous education. c) The child's environment.

READING.

Questions.

Each of the following questions has 20 credits assigned to it.

1. Define a) pitch, b) inflection. c) State two kinds of inflection and illustrate each in a sentence.
2. Show the distinction in meaning between a) *polite* and *obliging*; b) *want* and *need*; c) *hasten* and *hurry*.
3. Sketch a plan for developing to a primary class the word "cat" a) by the *word* method; b) by the *phonic* method.
4. a) State three advantages to be derived from supplementary reading. b) How should supplementary reading for the third year differ from that for the seventh year in regard to the class of subjects given?
5. "The old man walks down the narrow street." Show how by the emphasis of different words four distinct ideas may be expressed in the foregoing sentence.

Answers.

1. a) It is everything that pertains to the acuteness or gravity of tone. (It includes keys, melodies, inflections and modulations.) b) It is modulation or change in pitch. c) Rising—Will you so *soon*? Falling—I will go *now*.

2. a) *Polite* means to be refined in manners or behavior; *obliging*, to perform some actual service for another, or to be willing to do so. b) To *want* is to wish for or desire something which contributes to our comfort; to *need* is to be without that which is essential to our existence or

purpose. c) *Hasten* and *hurry* both imply quick action, but *hasten* is to proceed with design and good order, while *hurry* supposes confusion and irregularity.

3. The following are brief outlines of a plan: a) 1. Show a representation of a cat either on blackboard or chart and have a short conversation with the pupils about the cat. 2. Show the word. 3. Drill on the word by having pupils select it from lists of words and on different parts of the board. 4. Teach pupils to write the word. b) 1. Proceed as in a) 1. 2. Pronounce phonetically each letter of the word. 3. Drill on the sound of each letter. 4. Combine the sounds of the letters to form the word. 5. Show the written word. 6. Proceed as in a) 3. 7. Proceed as in a) 4.

4. a) Supplementary reading should 1) enlarge the child's vocabulary; 2) be an introduction to and create a taste for good literature; 3) be a source of gaining new information. b) The third year supplementary reading should consist principally of myths, fairy stories, nature stories, or stories of animals. The seventh year should consist of historical sketches and biographies, poetry, elementary science.

5. By emphasizing *old*, we distinguish the man from a young man. By emphasizing *man*, we call attention to the gender of the person, showing it was masculine, not feminine. By emphasizing *walks*, we lay stress on the kind of action,—he walks, not drives. By emphasizing *down*, we distinguish direction,—he walks down, not up or over. (Other correct answers accepted.)

GRAMMAR.

Questions

- 1 I pause to think with admiration of the noble
- 2 king who in his single person possessed all
- 3 the Saxon virtues who, in his care to instruct
- 4 his people, probably did more to preserve the
- 5 beautiful old Saxon language, than I can
- 6 imagine; without whom, the English tongue
- 7 in which I tell this story might have wanted
- 8 half its meaning. As it is said that his spirit
- 9 still inspires some of our best English laws,
- 10 so, let you and me pray that it may animate
- 11 our English hearts, at least to this—to resolve,
- 12 when we see any of our fellow-creatures left
- 13 in ignorance, that we will do our best, while
- 14 life is in us, to have them taught; and to tell
- 15 those rulers whose duty it is to teach them,
- 16 and who neglect their duty, that they have
- 17 profited very little by all the years that have
- 18 rolled away since the year nine hundred and
- 19 one, and that they are far behind the bright
- 20 example of King Alfred the Great.

CHARLES DICKENS.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjective clauses; d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5 In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6 In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7 Verbs are divided into two classes, viz. transitive and intransitive. A transitive verb may be used in the active or passive voice.

8 In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Give *a*) five modifiers of *king* (line 2); two modifiers of *did* (line 4).
2. From the second sentence select *a*) an objective clause; *b*) an adverbial clause; *c*) an adjective (relative) clause; *d*) an adjective (appositive) clause.
3. Give the syntax of *a*) *to think* (line 1); *b*) *to instruct* (line 3); *c*) *to tell* (line 14).
4. Parse *a*) *left* (line 12); *b*) *to teach* (line 15);
5. Classify as parts of speech *a*) *more* (line 1); *b*) *than* (line 5); *c*) *as* (line 8); *d*) *so* (line 10); *e*) *far* (line 19).
6. Give the syntax of *a*) *you* (line 10); *b*) *duty* (line 15); *c*) *little* (line 17).
7. Select *a* and *b*) two transitive verbs, one in the active voice and the other in the passive voice; *c*) an intransitive verb. Give the mode and tense of each verb selected.
8. Give three different forms of the comparison of adjectives. Compare an adjective of each class.
9. Write a sentence using some form of the verb *be* in a conditional clause, *a*) in the subjunctive mode; *b*) in the indicative mode. Explain the difference in meaning between the two modes as used.
10. Give the analysis of the following sentence: True liberty can exist only when justice is equally administered to all.

LORD MANSFIELD.

Answers.

1. *a*) the, noble, who possessed, who did (more), tongue might have wanted. *b*) In his care, probably, more (things), to preserve beautiful old Saxon language.

2. *a*) That it may animate hearts, that we will do our best, that they have profited very little, that they are far behind example. *b*) As it is said, when we see any, while life is in us. *c*) Whose duty it is, who neglect their duty, that have rolled away. *d*) That his spirit still inspires.

3. *a*) *to think*—adverbial modifier of *pause*. *b*) *to instruct*—adjective modifier of *care*. *c*) *to tell*—substantive in apposition with *this*.

4. *a*) *left*—past or perfect, participle, principal parts *leave, left, leaving, left*—irregular transitive, adjective modifier of *creatures*. *b*) *to teach*—present infinitive, principal parts, *teach, taught, teaching, taught*—regular, transitive, active, used in apposition with *it*.

5. *a*) *more*, pronominal adjective. *b*) *than*, conjunction, part of correlative subordinate conjunction "more—than." *c-d*) *so—as*, correlative subordinate conjunction. *e*) *far*, adverb.

6. *a*) *you*, objective, object of *let*, or subject of *to pray*. *b*) *duty*, nominative, attribute of *is*. *c*) *little*, adverb modifier of *have profited*.

7. Any one of the following verbs:

<i>a</i>) possessed	indicative	past
to instruct	infinitive	present
did	indicative	past
to preserve	infinitive	present
can imagine	potential	present
tell	indicative	present
might have		
wanted	potential	past perfect
inspires	indicative	present
let	imperative	present
	(idiom)	
to pray	infinitive	present
may animate	potential	present
to resolve	infinitive	present
see	indicative	present
will do	potential	present
to have	infinitive	present
to tell	infinitive	present
to teach	infinitive	present
neglect	indicative	present
<i>b</i>) is said	indicative	present
taught	infinitive	present
<i>c</i>) pause	indicative	present
to think	infinitive	present
is	indicative	present
have profited	indicative	present perfect
have rolled	indicative	present perfect
are	indicative	present

8. *a*) prefixed word; beautiful, more beautiful, most beautiful. *b*) suffix, noble, nobler, noblest; old, older, oldest; bright, brighter, brightest. *c*) radical change; much, more, most; good, better, best.

9. *a*) If the earth *were* flat, men could not sail around it. *b*) If the earth *is* round, men can sail around it. In *b* the verb is indicative because the condition is regarded as true. In *a* the verb is subjunctive because the condition is merely assumed.

10. True liberty can exist only when justice is equally administered to all. Complex declarative sentence. The principal clause is *liberty can exist*, with modifier. The dependent clause is *justice is administered*, with modifiers, connected by the conjunctive adverb *when*.

PHYSIOLOGY AND HYGIENE

Questions.

1. *a*) Describe and give an illustration of a hinge joint; *b*) account for the flexibility of the wrist joint.
2. In what way does exercise increase the rapidity of the circulation of the blood?
3. Why does it tire one more *a*) to stand still than to move about; *b*) to stand than to sit?
4. Name two modifications of the skin and state the use of each.
5. What is *a*) inspiration; *b*) expiration? *c*) Describe each process.
6. What is *a*) a stimulant; *b*) a narcotic? *c*) Give an example of each and its effect upon some organ of the body.
7. *a*) Why should the skin be kept clean? *b*) What is the objection to too frequent use of soap in washing?
8. Distinguish between chyme and chyle.
9. Describe the brain as to *a*) name and location of its principal divisions; *b*) convolutions; *c*) weight.

10. a) What two special senses does the tongue possess in a very high degree? b) What sense is affected when we inhale ammonia?

Answers.

1. a) A hinge joint is one constructed so as to admit of motion in two directions, backward and forward, as that of the elbow and knee. b) The ends of the bones forming the wrist joint are covered with a thin elastic cartilage, which is lubricated with synovial fluid secreted by a small sac. The rows of bones forming this joint are placed side by side, firmly fastened, and admit of only a gliding motion.

2. Exercise produces a muscular pressure upon the blood-vessels throughout the body. The result of this pressure is to increase the force and frequency of the heart's pulsations and consequently to increase the rapidity of the circulation.

3. a) In standing one set of muscles is kept in a tense condition continuously. In moving about the strain is changed and varied. b) In sitting more muscles are relaxed than in standing.

4. Hair and nails. The hair gives warmth and protection. The nails protect the sensitive tips and aid in grasping small objects.

5. a) Inspiration is the drawing of air into the lungs. b) Expiration is the expelling, or forcing out, of the air from the lungs. c) In inspiration the glottis is more or less widely opened, the chest walls are drawn outward and upward by muscles overlaying the chest, and by muscular fibres between the ribs, and the diaphragm is caused to descend by the contraction of its muscles. The cavity of the chest is thus enlarged, a partial vacuum is produced, and the air rushes in to fill the vacancy. Expiration is a passive movement, and consists in the gentle expulsion of the air through the air passages by the elastic recoil of the respiratory organs.

6. a) A stimulant is any drug or agent having the power to excite the organic action of the animal system. b) A narcotic is any drug or agent which induces stupor or sleep. c) Alcohol, when taken in moderate doses is a stimulant. It excites the brain and stimulates it to greater activity. When taken in excess, it is a narcotic. It paralyzes the nervous system. (Answers will differ. Other illustrations may be given.)

7. a) The skin should be kept clean so that the pores may perform their functions and give off waste matter. The skin is covered with a mixture of oil, perspiration and dust, which should be removed by bathing. If the skin does not perform the excretory functions, this work is thrown upon the kidneys, liver, etc., and these organs may be overworked. If the pores of the skin are clogged, the blood is deprived of part of its supply of oxygen. If impurities are left on the skin, they may be absorbed and taken into the blood, causing disease. b) If used too freely, the oily secretion of the sebaceous glands is dissolved and the skin is left dry and harsh. The external epithelial cells may be removed too rapidly when soap is used in excess.

8. *Chyme* is food reduced by the action of the gastric juice to a grayish pulpy substance. *Chyle* is the food reduced in the intestines by the action of the bile and the pancreatic juice to a condition suitable for absorption, and has a milky look.

9. a) The cerebrum and the cerebellum. The cerebrum is located in the front and upper part of

the skull. The cerebellum lies below the cerebrum and in the back part of the head. b) The cerebrum is wrinkled and folded like the meat of an English walnut. The cerebellum has parallel ridges instead of wrinkles. c) The average weight of the brain is about fifty ounces.

10. a) Taste and touch. b) The sense of smell.

ENGLISH COMPOSITION

Questions.

1. Name four points which pupils should be taught to observe in examining new words in the dictionary.
2. Make an outline of an essay on the subject: The Nineteenth Century.
3. Write a letter to John Brown, a dealer in general merchandise at Parish, N. Y., applying for a position as clerk in his store. State your qualifications and give references.
4. Copy, punctuate, and capitalize, the following sentence: When the emperor signalled that he had no further charge to make augustus said next time when you give ear to information against honest men take care that your informants are honest men themselves.
- 5-10. Write a composition on one of the following subjects: Should women vote? A dream of the twentieth century. Childhood.

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, *i. e.*, the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

Answers.

1. a) Pronunciation; b) Spelling; c) Definition; d) Derivation.

2. The Nineteenth Century. Introduction:—Existing condition of this century compared with those of preceding centuries. Body:—Treating of general advancement along specific lines. 1) Exploration and discoveries; 2) Wars, and the consequent changes in rule and governmental relations; 3) Growth along religious lines; 4) Social and political problems; 5) Important scientific investigations and inventions; 6) Education; 7) Cultivation of literature and the arts. Conclusion:—Prospects for the coming century.

3. Albany, N. Y., January 10, 1901.
To Mr. John Brown,
Parish, N. Y.

Dear Sir: Having learned that Mr. George Leek has resigned his position in your store, and that the vacancy is, as yet, unfilled, I wish to be considered an applicant.

I am a young man, twenty-two years of age, large, strong, and enjoying the best of health. My education consists of a high school training, one year in college, and a thorough business course, including stenography as well as book-keeping. I have been in the employ of the Russell Bros., Buffalo, N. Y., dealers in general merchandise, for a little over a year. Owing to the death of one of them, the business is to be sold out.

Enclosed, please find testimonial from Mr. Edward Russell, concerning my business ability, and Rev. Richard Hamilton, regarding my character.

If you desire a personal interview, I shall be

glad to grant it at any time and place you may mention.

A prompt reply will be greatly appreciated by

Yours sincerely,

RALPH UNDERWOOD.

(Note: Enclose an envelope already stamped and addressed.)

4. When the Emperor signalled that he had no further charge to make, Augustus said: "Next time, when you give ear to information against honest men, take care that your informants are honest men themselves."

5-10. Composition. Subjects: Should Women Vote? A Dream of the Twentieth Century. Childhood.

CURRENT TOPICS

Questions.

1. State approximately the increase in population during the last 10 years in a) the United States; b) the State of New York.
2. Name five states which gave a majority vote for the electors of a) McKinley; b) Bryan.
3. a) What historical event in connection with our national government was recently observed? b) When and where did it occur?
- 4-5. State the substance of two important topics discussed by a) President McKinley in his message to congress; b) by Governor Odell in his inaugural address or in his message to the state legislature.
6. Hon. Cushman K. Davis of Minnesota died recently. a) What office did he hold at the time of his death? b) What important service did he render his country under the administration of President McKinley?
7. a) What is the Hay canal treaty? b) What action has the United States senate taken on it?
8. Name an important bill before congress, relating to a) revenues; b) the army.
9. a) Who has been chosen speaker of the assembly? b) Of what county is he a resident?
10. State in general terms the conditions under which the Powers propose to settle affairs in China.

Answers.

1. a) 13,235,000; b) 1,270,000.
2. a) California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming. (Any five.) b) Alabama, Arkansas, Colorado, Florida, Georgia, Idaho, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nevada, North Carolina, South Carolina, Tennessee, Texas, Virginia. (Any five.)
3. a) The celebration of the centennial anniversary of the establishment of the seat of the federal government at Washington, D. C. b) At Washington, D. C., December 12, 1900.
- 4-5. a) The treatment of the *Chinese problem*—the origin of the trouble in China traced to Chinese race and traditions; the rise of the Boxers; the address to the several Powers occupying territory and maintaining spheres of influ-

ence in China of circular proposals, inviting from them declarations of their intentions and views; responses of the Powers; the slaughter of foreigners and native converts, and the destruction of their property; the landing at Taku of a small force of mariners, which is sent to Peking for the protection of the American legation; the capture of the Taku forts; the severance of communication with Peking; the siege of the legations; the murder of the German minister, Baron von Ketteler; partial armistice; the joint relief expedition; the flight of the Chinese government; the policy of the United States outlined. *The Philippines*: Conditions and needs of our new dependency; the Taft Commission; its instruction, powers and duties; distribution of power among the governments organized by the Commission; changes in the tax system; the obligation of our government towards the islands; reports from the Commission. (Other answers accepted.) b) In his inaugural address:—*The burdens of taxation*; they should be so adjusted as to fall lightly upon those who can ill afford to bear them, and be borne more generally by those who have received from the State protection and rights, which have given success to their vast business interests. In his message:—*Commissions*; the attention of the Legislature should be given to the possibility of consolidating or abolishing many of the commissions heretofore created, some of which have outgrown their usefulness while the work of others has been enlarged, and in many cases duplicated, until the expenses have grown to proportions inconsistent with a due regard to the interests of the tax-payers. (Other answers accepted.)

6. a) United States senator. b) He was chairman of the committee on foreign relations, and was appointed by President McKinley as member of the commission which met in Paris, September, 1898, to arrange terms of peace between the United States and Spain.

7. a) It is a convention signed by the Plenipotentiaries of the United States and Great Britain "to facilitate the construction of a ship canal to connect the Atlantic and Pacific oceans, and to remove any objections which might arise out of the Clayton-Bulwer treaty to the construction of such canal under the auspices of the government of the United States." b) On December 20, the Senate ratified the treaty, after adopting the following amendments: The Davis amendment, which secured to the United States the right to take such measures as it might find necessary to secure by its own forces the defence of the inter-oceanic canal; the two Foraker amendments, one of which specifically declares that the Clayton-Bulwer treaty is superseded, and the other strikes out Article III. of the original treaty, which required that it should be brought to the notice of the other Powers after England and the United States had adopted it, in order that these other Powers should become parties to the agreement.

8. a) The war tax reduction bill; b) The army reorganization bill.

9. a) S. Frederick Nixon; b) Chautauqua.

10. The Chinese government shall inflict on the principal offenders the severest punishment it is able to inflict. Guarantees must be given that these men will be so punished, and the Powers must have evidence that the punishments have been carried out in full faith. The Chinese government shall acknowledge liability for injuries

to governments, corporations and persons, and agree to pay damages. A monument to Baron von Ketteler shall be erected by China, and an imperial prince sent to Berlin to make apology for his murder. Officials failing to prevent outrages on foreigners in their districts, shall be dismissed and punished. A single minister of foreign affairs shall be appointed, displacing the Tsung-li-Yamen, or foreign board. National intercourse between the diplomatic corps and the Emperor shall be permitted. Forts along the Peiho, between Peking and Taku, and forts on the coast of Pechile, shall be razed. The importation of arms and munitions of war shall be prohibited. Permanent foreign guards at the Peking legation and at points between Peking and Taku shall be maintained. Edicts for the suppression of the Boxers shall be posted throughout the empire for two years. Monuments shall be erected by China in international burial places that have been profaned. New treaties of trade and navigation shall be negotiated. Chinese employed by foreigners shall be paid indemnity for injuries.

November Examinations Continued

PHYSIOLOGY AND HYGIENE

Questions.

1. Describe a) a suture; b) a ball and socket joint. c) Give an illustration of each.
2. What muscle is used to a) bend the arm; b) straighten it?
3. State whether the ligaments are composed of elastic or inelastic tissue, and why the provision is a wise one.
4. Name three purposes served by the skin.
5. a) Name three classes of blood vessels. b) Show how each class may be distinguished from the others.
6. Give the changes that take place in the air during respiration.
7. Distinguish between digestion and assimilation.
8. a) What causes waste in the human body? b) What is the process of removing waste products from the body called?
9. a) What are the functions of nerves? b) What provisions are made for the protection of the nerves?
10. State the effect of alcohol on the nervous system.

Answers.

1. a) When bones are united by the interlocking of notched edges the joint is called a suture. Such a joint is immovable. b) In the ball and socket joint the rounded head of one bone fits into a socket in the other. This kind of joint permits free motion in almost every direction. c) Bones of the skull are joined by sutures. The shoulder and hip joints are ball and socket joints.
2. a) Biceps; b) triceps.
3. Ligaments are composed of *inelastic* tissue. This provision prevents the bones from being easily dislocated.
4. It is a protective covering, an organ of excretion, and an organ of absorption.
5. a) Arteries, veins, capillaries. b) Arteries usually carry red blood, the flow of which is intermittent. Veins carry dark blood which flows in a steady stream. The veins are provided

with valves to prevent a backward flow of blood. The capillaries are extremely minute, hair-like tubes, connecting the ends of the arteries with the veins.

6. During respiration the air gives up its oxygen to the blood, and receives in turn carbonic acid gas, water, and organic impurities.

7. Digestion is the chemical change produced in food by the action of the various digestive fluids. Assimilation is the conversion of digested food into living tissue.

8. a) All bodily activities cause waste. b) Excretion.

9. a) To transmit nervous force and impressions. b) They are invested with a sheath called the neurilemma and are usually protected by the muscles.

10. It acts as a narcotic, paralyzing the nervous system temporarily, and leads to degeneration of the nerve tissues.

ENGLISH COMPOSITION

Questions.

1. State the general rule for the use of who, which and that.
2. Copy and punctuate the following sentence:
Once when some visitors chanced to drop in unexpectedly upon Mary Lamb and her brother just as they were going to sit down to their plain dinner of a bit of roast mutton with her usual frank hospitality she pressed them to stay and partake cutting up the small joint into five equal portions and saying in her simple easy way so truly her own There's a chop apiece for us and we can of course make up with bread and cheese if we want more.
3. John Smith of East Nassau is trustee of a school district and desires to employ a teacher. Write a letter to Mr. Smith, making application for the position and stating your qualifications and the terms under which you will make a contract.
4. Make an outline of an essay on the subject: *The recent campaign.*
- 5-10 Write a composition on one of the following subjects:
THE AMERICAN SOLDIER
SOME PECULIAR PEOPLE
HOW TO TREAT CHILDREN

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, *i. e.*, the thought expressed; 2) the correctness and propriety, of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

Answers.

1. *Who* is used when referring to persons, and in personification; *which*, in reference to animals or any inanimate thing; *that* is used in reference to persons, animals and things.

2. Once when some visitors chanced to drop in unexpectedly upon Mary Lamb and her brother just as they were going to sit down to their plain dinner of a bit of roast mutton, with her usual frank hospitality she pressed them to stay and partake, cutting up the small joint into five equal portions and saying in her simple easy way, so

truly her own: "There's a chop apiece for us, and we can of course make up with bread and cheese if we want more."

3

HASTINGS, N. Y.

Nov. 9, 1900.

Mr. JOHN SMITH,
East Nassau, N. Y.

Dear Sir:

Hearing through Mr. Henry Jones of East Nassau, that you desire to employ a teacher of languages for the school of which you are trustee, I write applying for that position.

I am a graduate of the Hastings High School, and the State Normal College. While attending the latter institution, I pursued a special course in the methods of presenting both the modern and ancient languages. For the last two years, I have been teaching these branches in the Radcliffe Seminary, of New York City.

For reference as to my character and ability, please address Rev. John S. Black, rector of Grace Church, Hastings, N. Y., and Mr. Richard D. Sloane, Director of Radcliffe Seminary.

My salary for a school year of forty weeks has been nine hundred dollars, (\$900). If these facts are satisfactory to you, and you wish to employ me, please let me know at your earliest convenience. Arrangements for another position are pending your decision.

Sincerely yours,

(Miss) RUTH BROWER.

(NOTE.—Enclose envelope already addressed and stamped.)

4. I. Introduction: The principal events of the last presidential term and their relation to the recent campaign.

II. Body: 1. Philadelphia Convention. a) Platform adopted. b) Its main issues. c) Nominations. 2. Kansas City Convention. a) Platform adopted. b) Its main issues. c) Nominations. 3. Campaign policy adopted by each party. 4. The outcome of the election.

III. Conclusion: Personal opinions concerning the two main issues of the campaign, and the final outcome.

5-10. An original composition on one of the following subjects:

THE AMERICAN SOLDIER.

SOME PECULIAR PEOPLE.

HOW TO TREAT CHILDREN.

CIVIL GOVERNMENT.

Questions.

1. State three purposes given in the preamble for which the constitution of the United States was framed?
2. Mention three constitutional qualifications for a member of the senate of a) the United States; b) the state of New York.
3. Give two duties of a) a supervisor as a town officer; b) the board of supervisors.
4. What member of the cabinet has charge of a) the coinage of money; b) the distribution of seeds?
5. What name is given to a) the lower branch of the state legislature; b) the higher? c) How many members in each branch?
6. a) How many years must a foreigner have been a resident of the United States before he is

entitled to file his declaration of his intention to become a citizen? b) How many years after making his declaration before he can become fully naturalized?

7. a) How is the number of presidential electors to which any state is entitled determined? b) To how many is this state entitled?
8. a) Which county officer can not be his own successor? b) Give reason for this provision.
9. a) Give the number of judges of the court of appeals of the state. b) Mention one duty they are required to perform.
10. What are the constitutional requirements as to eligibility for governor of the state of New York?

Answers.

1. See preamble to constitution.
2. a) Thirty years of age, nine years a citizen of the United States, and an inhabitant of that state for which he shall be chosen.
3. a) Pay out school moneys on order of trustee; acts as a member of the town board. b) Audits bills against the county; legislates for the county.
4. a) Secretary of treasury; b) secretary of agriculture.
5. a) Assembly; b) senate; c) assembly, 150; senate, 50.
6. a) Three years; b) two years.
7. a) The number of electors to which each state is entitled is equal to the whole number of senators and representatives to which the state may be entitled in the congress; b) thirty-six.
8. a) Sheriff; b) in order to avoid any collusion between the criminal element and the sheriff which may tend to promote or secure said officer's re-election.
9. a) Seven; b) to correct or reverse decisions of the supreme court.
10. Thirty years of age, a citizen of the United States, and for five years a resident of the state.

SCHOOL LAW.

Questions.

1. Upon the attendance of what pupils is the district entitled to public money?
2. Name the duties of a town clerk, relative to the public school.
3. On whose authority does the supervisor pay out school money?
4. When shall the school commissioner apportion and divide the state school moneys?
5. By what authority may a trustee hire a teacher related to him?
6. Name three purposes for which a trustee may levy a tax without a vote of the district.
7. On what condition may a district receive a district "quota" each year without maintaining a school?
8. What does the law provide in regard to the employment and payment of a janitor?
9. What is the penalty for wilful failure a) of a teacher to attend the teachers' institute; b) of a trustee to close school during the holding of the institute?
10. What is the greatest length of time that the law permits a pupil to be suspended from school without commitment to a truant school?

Answers.

1. Upon the attendance of resident pupils between the ages of five and eighteen years at their respective schools during the last preceding school year, and also such children residing in the district over four years of age who shall have attended any free kindergarten school legally established.
2. To receive from the supervisor the certificates of apportionment of school moneys to the town; to see that the trustees of the school districts make and deposit with him their annual reports within the time prescribed by law; to distribute to the trustees of the school districts all books, blanks and circulars which shall be delivered or forwarded to him by the state superintendent or school commissioner for that purpose. Other correct answers may be given.
3. Trustee or trustees.
4. On the third Tuesday of March of each year.
5. Two-thirds vote at an annual or special meeting.
6. Teachers wages four months in advance; fuel, stoves, pails, brooms, and other implements necessary for the school; and not to exceed \$25 in any year for dictionary, maps, globes, or other school apparatus. Other correct answers will be accepted.
7. When it has contracted with the school authorities with any city, village, or school district for the education of its pupils.
8. Trustee or trustees shall provide for janitor work.
9. a) Revocation of teacher's license; b) the withholding of public moneys.
10. One week.

PHYSICS.

Questions.

1. Define a) centripetal force; b) centrifugal force. c) Give a practical illustration of each.
2. What determines the ratio between the power and the resistance overcome in the hydraulic press?
4. What is an electromagnet?
4. Name in order the colors of the solar spectrum, beginning with the color most refracted.
5. Five seconds elapsed between the flash of lightning and the peal of thunder. How far away was the lightning?
6. Give an example of a) ductility; b) malleability.
7. a) Explain the action of the siphon, and b) give an illustration of its practical use.
8. Why will a wash tub of water in a cellar protect vegetables from freezing when the temperature is a little below 32° F.?
9. Give the construction of a simple electrical cell.
10. What changes should be made in the pendulum a) when a clock gains time; b) when it loses time?

Answers.

1. a) Centripetal force is one of two forces which when acting together produce circular motion. It acts along the radii of the circle and

tends to draw the body toward the center. b) Centrifugal force is the other of the two forces and tends to make the body fly farther from the center. It is only under the condition that these two forces exactly counter-balance each other, that circular motion can be maintained. c) Ex. of (a):—The lowering of the inside rail at the curve of a railroad. Ex. of (b):—The bursting of grind-stones when turned too rapidly.

2. The ratio between a) The S. A. and W. A. of the lever. b) The areas of the two plungers.

3. A electromagnet consists of a bar of soft iron, surrounded by several layers of insulated wire, through which a current of electricity is being passed.

4. Violet, indigo, blue, green, yellow, orange and red.

5. 1090ft. per sec.=velocity of sound. (32° F.)

5

5450ft. away = distance of source of sound, or lightning.

6. a) Drawing glass into fine threads. b) Hammering gold out into thin sheets, or gold-leaf.

7. a) A siphon consists of a bent tube open at both ends, one arm of which is longer than the other. It is used to transfer a liquid from a higher to a lower level. Fill the tube with liquid, and place the shorter arm in the liquid having the higher level, open the ends, and a stream of the liquid will flow until the level is the same in both vessels. The same result may be obtained by immersing the shorter arm in the liquid in the higher vessel, and then remove the air by suction at the lower end of the tube.

Explanation.—The upward pressure in the shorter arm minus the weight of the water in that arm, more than counterbalances the upward pressure in the longer arm minus the weight of water in that arm. Thus the greater pressure in the higher vessel forces the water through the tube into the lower vessel. b) A practical use is to remove a liquid from a vessel without disturbing the sediment.

8. The latent heat given off by the water in freezing will moderate the surrounding temperature enough to protect the vegetables.

9. A strip of sheet zinc and one of copper, immersed in a vessel containing diluted sulphuric acid, the upper ends of the two strips of metal being connected by some good conductor,—constitute a simple electric cell.

10. a) The pendulum should be lengthened. b) The pendulum should be shortened.

GRAMMAR

Questions

1 When I was a boy in Pittsburg, Col. Anderson—a name which I can never speak without 3 feelings of devotional gratitude—opened his 4 little library of four hundred volumes to boys 5 every Saturday afternoon. He was in attendance himself at his house to exchange 7 books. No one but he who has felt it can 8 know the intense longing with which the arrival of Saturday was awaited that a new book 10 might be had. My brother Thomas and Mr. 11 Phipps, who have been my principal business

A Tonic and Nerve Food

HORSFORD'S Acid Phosphate.

When exhausted depressed or weary from worry, insomnia or overwork of mind or body, take half a teaspoon of Horsford's Acid Phosphate in half a glass of water.

It nourishes, strengthens and imparts new life and vigor by supplying the needed nerve food.

Sold by Druggists in original packages only.

12 partners through life, shared with me Colonel
13 Anderson's precious generosity, and it was
14 I resolved if ever wealth came to me that
15 when reveling in these precious treasures that
16 it should be used to establish free libraries, that
17 other poor boys might receive opportunities
18 similar to those for which we were indebted to
19 that noble man. ANDREW CARNEGIE.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjective clauses; d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz. transitive and intransitive. A transitive verb may be used in the active or passive voice.

8. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify the following subordinate clauses in accordance with note 1, and state what each modifies: a) *I resolved* (line 15); b) *Wealth came* (line 15); c) *It should*

be used (line 16); d) *Boys might receive* (line 17); e) *We were indebted* (line 18).

- 2 a) Give four modifiers of *opened* (line 3); b) three modifiers of *longing* (line 8); c) two modifiers of *was awaited* (line 9).
- 3 Parse a) *who* (line 11); b) *reveling* (line 14).
- 4 Give the syntax of a) *himself* (line 6); b) *which* (line 8); c) *partners* (line 12).
5. Select three verbs in the passive voice, and state how the passive voice is formed.
6. Select two infinitives and give the syntax of each.
7. Select five different words which connect clauses.
8. a) Name each tense used in the selection. b) Select two examples of each.
9. Give an example in a sentence, of *that* used as a) an adjective; b) a pronoun; c) a conjunction.
10. Illustrate by sentence or sentences a participle used a) as a noun; b) as an adjective.

Answers.

1. a) Adverbial, modifies *reveling*; or subject clause, in apposition with *it*; b) adverbial, modifies *should be used*; c) object or adverbial; is object of and modifies *resolved*; d) adverbial, modifies *to establish*; e) adjective, modifies *those*.

2. a) The adverbial clause, *I was* (line 1); the object, *library*; the adverbial phrase, *to boys*; the adverbial phrase with preposition understood, *(on) afternoon*; b) the adjective, *the* and *intense*; the relative clause, *arrival was awaited*; c) the adverbial clause, *book might be had*; the adverbial phrase, *with which*.

3. a) *Who* is a relative pronoun in the third person, plural number, masculine gender to agree with its antecedents *brother* and *Mr. Phipps*, and nominative case, subject of the verb *have been*. b) *Reveling* is a present participle forming with *was* understood the progressive form of the verb. It is from the regular, intransitive verb, *revel*; principal parts are: pres. revel, past reveled, pres. part. reveling, past part. reveled. It is active voice, indicative mode, past tense, progressive form, first person, singular number, to agree with its subject *I* understood.

4. a) Nominative case in apposition with *he* (line 5); b) objective case, object of the proposition *with* (line 8); c) nominative case, predicate nominative after *have been* (line 11).

5. *Was awaited*, *might be had*, *should be used*, or, *were indebted*. The passive voice is formed by combining some form of the verb to be and a past participle of a transitive verb.

6. *To exchange* (line 6) modifies in *attendance*; *to establish*, modifies *should be used*.

7. When (line 1), which (line 8), who (line 7), that (line 9), and (line 13), if (line 15).

8. a) Present, past and present perfect. b) Present—can speak (line 2), can know (line 7, 8). *to exchange* (line 6), *to establish* (line 16). Pres. Perf.—has left (line 7), have been (line 11). Past—all the verbs in the selection except those given above.

9. a) *That book* is the one I need. b) *I have the book that I need*. c) *I hope that you will succeed*.

10. a) *Good reading aloud* is an accomplishment. b) The children, *coming* home from school, look in at the open door.

STATE LIBRARY AND HOME EDUCATION

Authorized Announcements of University of State of New York, February, 1901

Publications. Two more bibliography bulletins have been issued. No 22 aims to include all books published in English on domestic economy, 1850-1899. Pamphlets and magazine articles are omitted and the term domestic economy is taken in its narrower sense of management of house and children, teaching of domestic economy and cookery. The list covers 142 pages, and will be mailed, postpaid, for 15c.

Bibliography 23, *Reference list on Connecticut local history*, purposes to show clearly the resources of the New York State library in this subject. The list is classified and furnished with alphabetic indexes of towns and of authors; price, postpaid, 15c.

A similar bibliography of New York colonial history will soon be ready and will be followed by a bibliography of China and the far east. The price of the New York list will be 30 cents; of the list on China, about 15 cents.

Legislation bulletin 13, *11th annual summary and index of legislation by states in 1900*, appeared promptly, January 1. Of its 1,559 entries, 122 are on education. A consolidation of the indexes from their beginning, in 1890, through 1900, is in progress. Those wishing the consolidated index, price \$1.00, should send their orders early to insure printing copies enough to meet demands.

A circular describing the character and purpose of the bulletins in the legislation series may be had on application.

Library school. The report of the school for 1900, issued as Library school bulletin 8, shows that the school had filled 790 positions, 350 in New York State, 435 in 28 other states and District of Columbia, and 5 in three foreign countries, 7 of those filled in the past year being in the library of congress. Though preference is given to college graduates, a college degree is not required for admission to the school, yet 35 of the 42 students in the classes of 1900 and 1901 held bachelor's and six of the 35 master's degrees.

BOOK NOTICES

EASY STEPS IN LATIN. By Mary Homer. American Book Co., New York. Price, 75c.

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OUTLINES OF ROMAN HISTORY. William C. Morey, Ph. D. American Book Co., New York. Price, \$1.00.

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A SCHOOL GRAMMAR OF THE ENGLISH LANGUAGE. Edward A. Allen. D. C. Heath & Co., Boston.

This is a concise volume, presenting the essentials of English grammar; for use in secondary schools. The author attempts, and succeeds, in bringing the child into an acquaintance with the thing itself that is being studied. He begins work at once with the sentence as a whole, but gives nothing of classifications until the study of the subject is reached. It is a well-planned book.

Silver, Burdett & Co., New York, are issuing some practically annotated volumes of classic literature that will interest students and teachers. Among the volumes sent us are Tennyson's *Lancelot and Elaine*, edited by James E. Thomas; Arnold's *Sohrab and Rustum*, edited by Joseph B. Seabury; Goldsmith's *Traveller*, and *Deserted Village*, edited by Frederick Tupper, and Ruskin's *Sesame and Lilies*, edited by Agnes S. Cook. The superficial reader of any of these books will fail to note finer illusions. The work

of these well-qualified editors has been to reveal the half-hidden beauties of the text.

THE CHILD. Alexander Francis Chamberlain, M. D. Ph. D. Charles Scribner's Sons, New York. Price, \$1.50.

This is a valuable and thorough treatise of the child and its characteristics, from the evolutionary standpoint. Its author is lecturer on anthropology in Clark University, Worcester, Mass. It is a critical record of the phenomena of human beginnings, well and interestingly written; and practical to the one interested in this subject.

HISTORY OF GERMAN LITERATURE. Robert Webber Moore. Colgate University Press.

One of the especially good things of the year, in the matter of educational literature, is this well-printed, and well-written, volume. The author is Professor of German in Colgate University. He has combined a bit of history of the lives of the best German authors with a clear and intelligent review of their more famous writings. The author's style is straightforward, yet pure and pleasing. Students of German literature cannot fail to be interested in this production.

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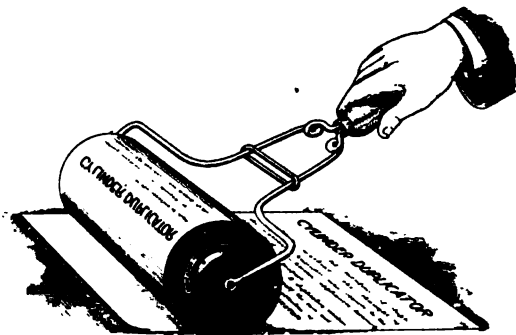
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CONTENTS FOR MARCH

Scientific Basis of Modern Industry	J. B. JOHNSON
Educational Theory and Practice of To-day.....	ANNA EGGLESTON FRIEDMAN
Music in the Grammar School.....	HOLLIS E. DANN
"School Men of the Hour".....	SUPT. EDWIN G. COOLEY
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"The Best to Be Found".....	Exchanges
For the School Room—Teaching the Alphabet.....	Exchange
List of Poems.....	Intelligence
Season-Fairies	School Education
The Zones.....	Canadian Teacher
Diseases and Specifics	Western Teacher
"Child Study"—Parental Schools	Supt. T. H. McQuary
School Boards—Supt. Maxwell's Report	
Editorials.....	
In the Schools of the State.....	
State Department and Regents' Offices.....	
School Legislation	
Book Notices	

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THE SCIENTIFIC BASIS OF MODERN INDUSTRY

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MAN became man only when he had learned the use of tools, and throughout history material and intellectual supremacy has always accompanied the people who devised the most efficient tools. These had all been hand-tools until James Watt so greatly improved the steam engine in the last quarter of the eighteenth century. Now the steam engine does in America in one year as much as all the men in this land could do in a century. This one tool, therefore, has not only changed man from a brutish worker to a brainy overseer, but it has brought upon us with great suddenness a host of unsolved problems.

Since the general introduction of this labor-saver, the world has made more progress than in all its former history put together.

By modern Industry is meant the entire productive activities of the machine-using nations.

By science is meant the organized and correlated *Knowledge* of the laws, forces, and materials of the world. That cannot be knowledge which is not true. Many things nowadays go under the name of science which is merely organized theory, or systematized imaginings of various and sundry

kinds. The astonishing accomplishment day by day, of the presumably impossible has now led to the most omniverous credulity, so that the unscientific are prepared to believe any preposterous claim if it only wear the garb and come in the name of science. To avoid these delusive snares one

must not only have a knowledge of scientific matters, but this knowledge must be quantitative, and not qualitative only.

Not how, but how much, and how far, and at what cost and to what purpose, are the practical questions. The law of gravity includes more than the fact of a universal attraction. Newton did not discover the fact, but the law of its action which is quantitative.

It is not necessary, however, to know all about a subject in order that our knowledge shall be scientific. It is only necessary, that, so far as it goes, it shall be

true and demonstrable, and shall be consistent with all other knowledge. The real essence of things we seldom know and may never know. We do not know what gravity and heat, and light, and electricity, and the impalpable ether and the life principle really are, but we know the laws of their action



J. B. JOHNSON

to some degree, and these are demonstrable and unchanging. So far as such knowledge goes, therefore, it is scientific.

We have discovered, also, certain interdependencies between things formerly supposed to be unrelated, and certain fundamental and all inclusive laws which are far reaching in their application. Thus the law of the conservation of energy, and the fact that it cannot be created but can only be transformed, serves at once as a royal road to intelligent designing and as a great Chinese wall of limitation about many problems which formerly were considered unlimited.

The effect of this scientific progress upon industry has been revolutionary. The skillful mechanic, who with great manual dexterity, and with a complete knowledge of his art, fashioned a product from the raw material to the finished state, is no more. His like is no longer found outside of Asia. Such workers were first reduced to single manual operations and then to attendance upon a more or less automatic machine. They are not mere manual attachments to such machines, however, as literary and clerical observers often assume. On the other hand they now find time and ease in which to devise further improvements to the mechanical embodiments of genius which they are privileged to operate. These curious and all but living mechanisms are a perpetual challenge to the mind of the attendant to comprehend them and to devise further improvements. The body being now unwearied, the mind is free to work at its own problems, both when on and when off duty. Our laboring classes have thus been vastly improved by these devices, the frequent statements being made from the pulpit and the press to the contrary notwithstanding.

All this industrial revolution has been wrought by the discoveries of our pure scientists and by the inventions of our mechanics and applied scientists. These have now so obliterated time and space on this little globe as to make of all the world a common market place, and so all the world is in open competition. The race is now as ever to the maker of the most efficient tools, and as the making of these rests on the application of scientific principles to the ever new conditions, we reach the conclusion that *scientific and technical educa-*

tion is to-day the foundation of all material prosperity. The more extended and thorough such an education is conferred upon the youth of this generation, the more prosperous will be the generation to come.

Bismarck saw this clearly when he said: "The nation which has the schools has the future." Germany has acted on this policy for the past thirty years, and her recent marvelous development, without either foreign dependencies or great natural resources, has been made possible only through her vast system of scientific, technical, trade, and commercial schools. While the German technical colleges have heretofore ranked decidedly below the universities in privilege and in public esteem, a year ago, at the centennial anniversary of the great technical school at Berlin, the Kaiser proclaimed that hereafter the technical colleges of Prussia should rank equal to the universities, and would be allowed to grant the doctors' degrees. This practice is sure to be followed soon by the other German states.

Thus the engineers, or applied scientists, are coming to be better understood and more highly appreciated as they become more numerous and better trained. They are to the pure scientists what the pilgrim fathers were to Columbus. Columbus found a new world, but the pilgrim fathers put it to a noble use. The benefits coming from the high service of the latter to the people of this country have very properly replaced very largely, in the minds of our people, the service of the former in the original discovery. So in science. The man who puts to good use a scientific principle has a claim to our honor and gratitude along with him who discovered the principle itself. In fact the applied scientist must needs be a broader man than the pure scientist. He must have a wide knowledge of scientific principles, must have a working knowledge of mechanical means and methods, must be a man of affairs so as to know what needs to be done, and finally he must be a born inventor so as to devise the best means of accomplishing any given purpose or of solving any given new problem. For it is only in the solving of new problems that this new profession finds its proper field of operations. The performing of processes once standardized is the work of the mechanic and not of the engineer.

On the other hand the scientist must needs be a specialist if he is to stand as a discoverer on the outer verge of the known and push back by ever so little the mantle of ignorance which still hides nearly the whole world of truth from our mental vision. To be effective in this pioneer work he must confine his labors, and limit his working knowledge to but a very narrow field of investigation. This, of necessity, makes of him a narrow man. The applied scientist takes his pure science at second hand, it is true, but he is the first to adapt it to particular uses, and so becomes in his way also a discoverer and an equal benefactor. To fit such men for their tasks our technical schools are established. Here they are thoroughly grounded quantitatively in the pure sciences, in which mathematics, mechanics, physics, chemistry, geology, mineralogy, and metallurgy find leading places. In addition to these, mechanical drawing and the fundamental ways and means of the leading manufacturing industries are taught in suitable shops and laboratories, and some knowledge of the ways and laws of business is imparted. He then goes forth to serve an apprenticeship in the actual business of turning scientific principles to practical account. When we see what miracles have been accomplished in the past century in this field of applied science, with little technical education to direct the work, what may we not expect from the coming century when thousands,

yes, hundreds of thousands of men have been schooled in this fertile field of science, invention, and practice. Truly such men are the greatest benefactors and the truest and most potent missionaries. The race is now a rapid one, and to fall behind means industrial suicide. The race now is and will in future ever be to the most scientifically competent and to the most ingenious adapter of scientific knowledge to human needs. Let us also not be afraid of too much material prosperity. We are learning the generous uses of wealth. In fact I believe this form of education in the physical realities of life is the only form which will win the interest of the man of business and of affairs as against that of money making and money spending. It is only by the concentration of great wealth in the hands of individuals that it may be turned into the channels of scientific discovery and of social benefaction where the cost of the investigations and experiments is great and the outcome uncertain. By encouraging in every way, therefore, a general diffusion of knowledge of pure and applied science, we may hope not only to bring to our people a vast increase of wealth, but may we not also hope that this wealth will then lead mainly to lives devoted to higher purposes, which will lead in turn to a greater dissemination of love and happiness, of truth and righteousness, and of these things there can never be a surplus.

THE EDUCATIONAL THEORIES AND PRACTICE OF TO-DAY

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IN the life of the individual it may be true that the idle imagination of to-day is frequently the wish of to-morrow and the act of the following day, but the theories pertaining to institutional life are not wrought into action so speedily. No matter how wisely they have been planned, theories usually must be well seasoned with age before they are ready for use. Although novelty in thought is generally welcomed in discussion, most institutions are slow in changing old established forms of practice. This is not a matter for regret, as it is the safeguard which gives permanence and stability to practice, and demands that theories be supported by deep and careful thinking.

There is a very beautiful philosophy, full of optimism, to be discovered by examining the conditions that exist between theories on one side and practice on the other, a knowledge of which will change the feelings of despondency and impatience manifested by many at the slow progress of education. In all lines of human activity that are upward in their tendencies, practice must ever be found some distance behind theory. The world will always have its seers, who will call forth expressions of pity because they live in advance of their times. Yet it is a doubtful cause for pity, for, if he has lived long enough to inspire and guide the thinking of others, the theorist

will in nearly every instance be spared keen suffering if he is prevented from witnessing the working of his plans. The moment that theory becomes practice it must change to meet the conditions of growing humanity, and the mind which has held the highest expectations for the old theories seldom has sufficient courage to take the new conditions and work out the new theories. Reflect upon the expectations which William Lloyd Garrison had for the betterment of the South through the freeing of the negro. His words are, "One policy to be carried out,—freedom everywhere to all the people, without regard to complexion or race. Now the South is full of tribulation, and terror, and despair, going down to irretrievable bankruptcy, fearing each bush an officer! Would to God that it might pass away like a hideous dream! And how surely it might be! One simple act of justice, without violence and convulsion, without danger and hazard. It is this: 'Undo the heavy burdens, break every yoke, and let the oppressed go free! Then shall thy light break forth as the morning, and thy darkness shall be as noonday.'" If Garrison were to view the conditions in the South to-day he would see that the "one simple act of justice" did not immediately cause the light to break forth as the morning, although that act has made it possible for a race to rise into the light of noonday.

The same intolerance is felt toward theorists who hold views that seem impractical regarding national affairs that is expressed in educational circles towards those who advocate what is desirable rather than what is expedient. In a discussion of the war with Spain and the issues growing out of the war, regret was expressed "that the intellectual energies of the wisest men in the community are often wasted or misdirected just because these wise men are so intent upon their notions of what ought to be and so blind at times to what probably will be that they give us no real aid in adapting ourselves to the inevitable conditions." It should not be forgotten that human action would never attain its truest mission were it not for the ideals that at some time seem to have but little in common with every-day living, and the practical worker in every cause needs occasionally to get the higher view and contemplate what ought to be,

even though he is mainly engaged in seeing what can be done.

The schools of the country represent conditions ranging from what is now termed the "old" in education to the "new," and it is the purpose of this paper to point out prominent theories and practice of the present time.

Much is being said and written in these days about self-activity, and ideas regarding it are changing the character of school work. For a long time the expression "Learn to do by doing" was heard but little heeded. Theory, however, was strengthened through the efforts of the students of Froebel and others, who began to set forth the ideas of self-activity, and the widely different interpretations of them resulted in some very strange practice. There are schools where the notion still prevails that the children ought to be doing something and that it matters little what employs them so long as they are busy. Teachers in these schools spend money to learn new devices for "busy work." Ideas of concentration and correlation have been so widely discussed that they have modified school work in a manner which shows not only a belief in children's activity, but that that activity should have some center to which all the thinking and doing is related. Apparently, it made with many teachers very little difference what the central idea was and, consequently, the relations established in the interest of correlation were often so unnatural that the grotesque situations provoked the mirth of even the pupils. A study of interest and apperception in educational gatherings brought another change and the dominating interests of children helped to determine the central theme, and teachers began to study not only the subject matter to be taught, but the thoughts of children that they might find what, in the learner's mind, was most closely related to the subject to be taught. There are those who have not looked below the surface and who, therefore, understand interest to mean simply following the fancy of the child, changing from one thing to another with his whim, keeping him active with what he chooses to do, without finding the educative purpose by which he is led to choose the best means for his growth, so that his activity will become a process of orderly building.

The study of self-activity has had a marked effect upon the old ideas of discipline, and these ideas are slowly but very fairly being represented in school practice. Freedom from restraint, permitting the child to express himself in thought and action without fear of punishment, is deemed by some to be the means of developing character of greatest force. The old-time restraint of the home, as well as that of the school, has in a large measure gone, and the question is: Are children growing into freedom in the best sense of the word, or is it license for which they must some time pay at a high rate? Doubtless unrestrained exercise of a child's will makes it powerful, but it is an untrained will, which gives strength without reason and is fatal to his best interests. During the early period of childhood, when feeling and not intellect determines a child's conduct, shall he be taught to obey blindly, or shall an effort be made to lead him from one dominating emotion to another, until, at length, he turns naturally from one impulse to another, so that the act which he ought to do becomes the one he wishes to do? There is then no external pressure. He feels no force stronger than himself. Those who believe that the latter is the proper course to pursue say that when the child has been taught to reason he will learn to subordinate feeling and to form correct notions as to right action.

Put aside all occasions when the immediate physical welfare of the child is concerned and the times when the inconvenience caused by minute explanations are especially trying, there still remains the question of the present and future happiness of the individual who has not learned that there is a force from without which he must often obey when the reason for doing so is not entirely clear. Men and women are constantly required to do the things which they do not wish to do. There is always a struggle to be met and conquered or hedged and avoided. Many Utopias have been planned and pictured with so much of reason in them that people have separated themselves into little groups believing it possible to make real the dream of life, but there has ever been a sad awakening to the fact that mortal minds can never plan definitely all the details of life and that real happiness rests upon harmony with the

infinite plan. Man's greatest struggle is his effort to escape struggle. Preparation for trials and courage to meet them is by far the easiest and shortest way out of difficulties. If there is one lesson greater than another which has been learned in the nineteenth century, and which applies to all affairs of individuals, communities and nations, it is that each and all must rise through struggle into higher living. The elevation of humanity is a process requiring time,—a growth that can be quickened only as each individual responds to the demands of his own activity. This idea has taken a firm hold of those who are shaping educational affairs. It permeates all arguments pertaining to the advancement of communities and races. Those who loosened the shackles from the slaves of the South made it possible for Booker T. Washington to discover, in working out the principles of freedom with his people, a fact which he states in these words: "No nation ever got upon its feet without severe and constant struggle, often in the face of the greatest discouragements."

If the pronounced effort to do away with the too severe force in discipline which has characterized the schools in the past shall result in determining the right means whereby pupils may be put into a position to make their own struggle for right conduct, it will not be so difficult to tolerate much of the weakness of present methods. The force of discipline must be in the school, vested either in teacher or pupils, and a study of this subject should lead to the proper adjustment of struggle and conquest in the lives of the young, until they shall realize in their school life the discipline that is to be the prominent factor in the future periods of their lives. In all classes of society there is the fearful struggle to get around difficulties rather than to face them. The weakness of our political life is found right here. There would be no desire to get the schools from under the control of politics, if it were not for this evil. The popular movement is the one in which there is least friction, although it is well known that to overcome the friction of the present rather than to avoid it is to prevent trouble when it is impossible to hide longer the force that has strengthened as it gathered. No one can find a reason for training the American child to avoid all

hardships and to study situations for the purpose of finding an easy way out of the difficulties, but there is much to prove that he does need the training which will cause him to conquer the forces that will otherwise overcome him, and to get the strength and happiness which comes through things resisted.

Dr. Harris, in speaking of spontaneity and prescription in school education, says: "The former tends to make the child a bundle of caprice and arbitrariness by giving full course to his spontaneity or self-activity. The concrete rule of pedagogy is to keep in view both sides, and to encourage the child to self-activity only in so far as the same is rational, that is to say, in so far as his self-activity enables him to reinforce himself with the self-activity of the social whole." Dr. Harris puts this thought in another way by saying, "It enforces prescription upon the child only in so far as the same is healthful for the development of his self-activity."

It is true that the schools to-day, among which are included the kindergartens, are a long way from working out the highest conception of the theory of self-activity, and that all stages of progress are represented in belief as well as practice. But there is a steady march upward from the dead formalism of text-book instruction, which until recently characterized all teaching in the elementary as well as in the higher grades. Dr. Arnold Tompkins says that "education has its own single, central principle, which orders all the details of the complex process into a unified and harmonious whole, and this principle is self-activity." Recent writings on educational topics show many theories on the subject; and, while all seem to agree that the condition essential to highest development is not what is done for the individual, but what he does for himself, there is still the question of selection, which has given prominence to discussions of the course of study.

In the *School Review* for last January an article appeared giving the results of an investigation of the dominant educational ideas of the last decade of the nineteenth century. The test was made by listing the words expressing educational ideas that were employed most frequently. "Curriculum" headed the list; "culture" stood

next and possessed one-thousandth of the degree of importance. In view of the fact that two such contributions to educational literature as the Report of the Committee of Ten and the Report of the Committee of Fifteen have been made in the last ten years it is not surprising that the course of study has received marked attention. The widespread interest in the curriculum was due largely to the fact that the members of these committees were chosen from many localities. Their work covered a period of more than two years, during which time there were frequent sessions. Time will not permit a comparison here of the theories set forth by these committees relating to the several subjects of study with the prescribed work of the various school systems. Let it suffice to examine arithmetic as the subject showing, perhaps, the greatest variations in practice from the standard fixed by the Committee of Ten.

In the report of this body we read: "The professional experience of these gentlemen and their several fields of work were various, and they came from widely separated parts of the country; yet they were unanimously of opinion 'that a radical change in the teaching of arithmetic was necessary.' They recommended 'that the course in arithmetic be at once abridged and enriched.'" It was also recommended that the course in arithmetic be begun about the age of six years and be completed at about the thirteenth year of age. It was further advocated that the study of systematic algebra be begun at the age of fourteen, but that, "in connection with the study of arithmetic, the pupils should earlier be made familiar with algebraic expressions and symbols, including the method of solving simple equations."

An examination of the prescribed course of study in different parts of the country shows that in several cities the course in arithmetic is covered in eight years, while in some schools algebra is introduced in connection with the regular lessons of this subject in the seventh year.

In New York City the outline of work in number for children of five and six years of age is as follows: Splints and other objects; cent, dime, dollar, one-half dollar, one-fourth dollar; pint, quart; inch, foot, yard; reading and writing numbers through two places; adding, subtracting,

multiplying and dividing to and including twenty; no remainder in division; fractions one-half and one-fourth of multiples of two and four respectively.

The work planned for the pupils of the first year in the Chicago schools is as follows: Ideas of inequality, equality and definite relation; estimates of values tested by measurements; practice in separating wholes into parts and combining parts into wholes; construction by cutting and folding magnitudes used in the grades.

It is possible to find throughout the country all degrees of variations of these two plans.

Teachers have been so long trained to devote much time to the teaching of arithmetic that it is difficult to make them feel they are not neglecting their duty if they do not give the subject the most important place on their programs. The supervisor of primary schools of Buffalo says: "Among teachers of the first and second grades there seems to be a tendency to over-estimate the children's ability to understand numbers. This is indicated by the desire to have the day's program include two arithmetic lessons." Boston definitely determines the importance of subjects by stating the time to be given to each. Teachers are directed to devote ten hours each week to the subject of reading, five and one-third hours to language, two and one-half hours to arithmetic, one hour each to physical training and music, and one and one-third hours to drawing. The Milwaukee Principals' Association has had under its consideration the course of study for the Milwaukee public schools and the report which it submitted contained the following recommendations for the first grade: Reading, 475 minutes each week; writing, 100; arithmetic, 150; language, 100; spelling, 150; drawing, 75; German, 150; recess, 150; optional, 150.

Not long ago number was considered one of the most important subjects in the curriculum for elementary grades, but of late little has been said or written about it. Other subjects have been emphasized and new ones introduced until teachers have protested that the hours of school, as well as the children's power of endurance, were limited and that the primary school could not do the work which educators recommended. Then a feeble suggestion came

that children were spending too much time on the formal work of number. This suggestion has grown into a conviction with many who realize that an excellent foundation may be laid for the study of arithmetic while children are learning lessons more closely related to their immediate needs and experiences than are problems in addition, subtraction, multiplication and division. Nature study, lessons from literature, drawing, music and manual training have been helping teachers to get right ideas of the time and place for giving the first lessons in arithmetic. In some—one can almost say in most—primary schools it is impossible to teach anything, as all energy is spent in nervous haste in getting the lessons of the day recited in the allotted time. Constantly worried and hurried, the teacher asks what can be done, and is usually told to drop the music or drawing. When this is done, the children recite more and live less. If the teacher is left to her own discrimination, she is quite apt to cast out the nature study, as it takes much time, the children becoming so interested that it is difficult to settle them down to "regular work" after one of these lessons. A teacher's fidelity to the things which she has learned and practiced puts all thought of doing less work in number out of her mind until she hears from proper authorities that the change is desirable.

Probably nothing has produced a greater change in both the subject matter of arithmetic and the manner of teaching it than has the Grube method, which was first discussed in this country about twenty years ago. Twelve years ago teachers were told that the Grube method was a logical one, that "it proceeds systematically and according to an order of sequence; it is psychological in that it teaches the use of the senses, in that it proceeds from the simple to the more difficult, and in that it goes out from the known to the unknown and makes constant use of the known; it is practical because it gives a sure foundation for all future work in arithmetic, and because it brings the children immediately to measure and compare numbers and to make use of the relations of the same." It was also said that "the Grube method gives pleasure and awakens a love for the study of number."

If Grube had stopped when he rescued little children from long and difficult tasks

with numbers far beyond their comprehension, his service to childhood and in the interests of arithmetic would have been praised without qualification. But he took away one difficulty and left in its place another quite as great when he made, or caused to be made, a mixture of plus, minus, multiply and divide, with the direction that it be taken at one dose. The plan seemed so logical, so systematic,—and many of us feel safe if we are working a system. A thorough test of the method has proved that it did not make children love the study of number or give to them the sure foundation for all future work in arithmetic.

The effect of this close analysis of number, however, has caused teachers to interpret the recommendation that numbers from one to ten be taught to children of the first grade as meaning that all operations with each number are to be performed. "Numbers one to ten" is a very innocent appearing phrase, and if one were to judge from the number of courses of study in which it is found the inference would be that the amount of work which it implies is not regarded as unreasonable for children of the first grade. There are more than 160 problems in addition, subtraction, multiplication and division which may be worked with numbers one to ten, using ten as the limit. Nor does this estimate include the expression of fractional parts. A careful examination should be made of the theory and practice regarding the time for beginning regular lessons in arithmetic as well as the kind and quantity of matter that will serve best as a foundation for advanced study. The congested condition of many school programs will be relieved when this subject is rightly settled.

It is said that bad results of practice are not so much due to imperfect theories as to the inefficiency of teachers who fail to comprehend educational doctrines. This is always urged as one of the most serious obstacles in the way of progress. The theories and practice for the advancement of teachers form quite as interesting a study as do those which pertain to the education of children. That the whole teaching force needs a higher degree of scholarship is only too true. It needs not merely a deeper and wider knowledge of books, but it needs as well to know life in its many phases. No topic has been more prominent in the dis-

cussion of school affairs than the relation of the school to the life of the home, of the community, and of the State. There is a constant effort to make education practical and live teachers are deemed essential. This demand for live teachers at one time created many who displayed their activity by having the children learn the multiplication table by means of most wonderful rhymes, while the names of the bones and parts of the body were sung to appropriate music. The school was divided into sections, like so many rings at a circus, and there was a continuous performance. The teacher's study at night was devoted to the pursuit of new and effective drills. Public exhibitions were given, when the children dressed in costumes to make the exercises more striking, and intelligent parents looked upon it all and pronounced it good. While such nonsense in the schoolroom would to-day be condemned, there are still traces of its effects. Teachers are worried if they are not hurrying themselves and the pupils during the greater part of the day. In their effort to keep alive, to keep abreast of the times, they study the text which they teach and the program of work with more and more zeal and try to do in a new way the same old tasks.

Consider what the lines of study have been for high-school graduates with training-class certificates, or the graduates of normal schools, and then determine whether they should be kept in the same lines of thought as long as they teach, or whether they would be benefited by a closer contact with life and the greatest thoughts concerning life. Are they getting the experiences with people and from the masterpieces of literature and art so that they think and feel the noblest and truest thoughts that have touched humanity? Giving lessons upon industrial and commercial relations of peoples, do they understand those of their own community, have they a general knowledge of what these things mean in the material and moral life of individuals? Is there a definite knowledge of the periods of childhood, youth and maturity, the special needs of each period, the temptations peculiar to each and the strength necessary to overcome and resist those temptations? Teachers more than all others need to feel the influence of grand and beautiful music and the best that the drama can give. Yet for their

improvement provision is usually made to give them more of grammar, more of arithmetic, more talks on discipline, and, as a climax, they are required to make out more elaborate reports. More visiting committees are organized, each fulfilling the grave responsibilities of its existence as a committee by leaving behind it new advice and directions which conflict with all former advice and directions. If an opportunity were given to teachers to live more in the beautiful world about them, to read the books which have lifted human beings nearer to their ideals, would not the standard of teaching be raised? Teachers have been encouraged to devote their study to a special line or grade of work until they have become so narrow that they rebel if obliged to listen to discussions of anything not immediately applicable to their grade or subject. There are those who teach music as if it were an ornament to be put on and off at will but forming no vital part in the education of the individual. Music should be associated with all phases of life and add power as well as beauty to thought and action through its educative qualities. In the desire to make teachers strong specialists there is a marked tendency to keep their vision fixed upon one small part, quite unmindful of the fact that the parts must give and take life from the whole organism.

It is argued that the school has always failed to realize its highest mission in so far as it has failed to influence and be influenced by the other forms of institutional life. Students of sociology say that the school has had too much of formalism not only in the subjects taught, but in the organization and management of its affairs; that the school has been organized and administered with all responsibility and authority vested in the teacher, and that pupils have been held both in work and conduct by outside pressure rather than by the force within themselves. The question is: To what degree shall pupils be made responsible for individual conduct and for the character of the school? The answers to this question have given rise to as many forms of government as are found among nations. There are schools in which the ideas of community life are being realized as far as possible. In some instances the pupils argue and decide matters of right and wrong and determine punishments.

The George Junior Republic furnishes the best illustration of self-government by young people. In contemplating this experiment, however, it should not be forgotten that there is a wide difference in the character of most schools from that of the republic. Members of this community have not had the childhood which rightfully belongs to every human being and without which there can be no symmetrical development. In large cities there are numberless girls and boys who have had no natural babyhood, whose lives have been filled with responsibility and hardship. There has been no natural development from one period to another and in both figure and face they remind one of the dwarf trees which the Japanese cultivate by restricting their nourishment and confining them to the smallest possible space for growing. The keenness of intellect of these girls and boys when compared with that of children who have all the advantages of home and school places the latter in an unfavorable light. While the argument may be made that one class has had too little responsibility and that too much has been done for it, it is equally true that in the other case responsibility has not been either of the right kind or in correct proportions.

At the present time thought centers in the child,—his limitations, his power, his inheritance and the civilization of which he is to become an important factor. Not only is the development of the individual considered, but the effect which he is to have on the community where he is to live. Formation of the child and reformation of society are ends for which both theory and practice are striving. Some queer beliefs and opinions must necessarily result where there is such opportunity for speculation. Conclusions based upon limited experience and careless observation are valueless for forming theories. Child study has offered an attractive field for gathering a little material and converting it into long treatises on any theme that caught the fancy. Many things have been read into the acts and sayings of children that had no existence save in the imagination of the observer. While the movement has been characterized by the weakness which is a feature of most popular movements, child study has had a salutary effect upon school practice. It has emphasized the importance of right methods of

dealing with children—methods based upon a knowledge of their immediate needs and a hearty sympathy with their various interests. The old notions that there was nothing permanent in childhood and that impressions founded largely upon feelings were fleeting and of little consequence, because easily corrected when the child was able to reason, are giving place to the belief that the formation may be natural and of a kind that will need little, if any, correction.

This belief has caused heads of universities, as well as school superintendents, to regard more highly the work of the elementary school. Its condition and relation to the secondary school and the college are being studied. The university is seeking means for helping teachers of all grades.

Outranking in significance the titles of president, doctor and professor is the simple word "teacher," and in the union of efforts formed by workers under this name rests the strong hope of education. President Eliot has called attention to "the great importance to the college and to the community that the way be kept wide open from the primary school to the professional school, for the poor as well as for the rich," while Dr. Dewey says: "We want to bring all things educational together; to break down the barriers that divide the education of the little child from the instruction of the maturing youth; to identify the lower and the higher education, so that it shall be demonstrated to the eye that there is no lower and higher, but simply education."

MUSIC IN THE GRAMMAR SCHOOL

HOLLIS E. DANN, SUPERVISOR OF MUSIC, ITHACA, N. Y.

It is no longer necessary to plead that vocal music may have a place in the grammar school curriculum. It has been admitted not only to the grammar school, but to the high school and the district school. The question now is, what place shall it have?

Music has for centuries been recognized as the means, above all others, by which joy and grief, pain and pleasure, the deepest religious emotions and the strongest sentiments of patriotism find adequate expression. It is the recognized language of the emotions. "Without emotion man is nothing; what man is depends upon the nature of his emotions. Music perhaps more than any other subject taught in the grammar school, is the greatest means of giving happiness to others."

It is conceded too that vocal music is one of the best forms of physical exercise. It strengthens and develops the lungs and heart, and promotes deep breathing. In the cultivation of the voice, its influence over speech is of the greatest value; there is no better physical exercise than the use of the voice in singing. All this and much more of a similar nature is said to be the office of music, and it is all true.

But music in the school is a distinctively educational force in another direction, and is worthy of a foremost place in the gram-

mar school quite independent of its humanizing and uplifting influence upon the sensibilities and in addition to its beneficial effects upon the physical development of children. We all believe that "the primary object of all school studies is the generation of power." To arouse the child to self-activity, to lead him to think and do for himself is the object of all school studies. The accumulation of knowledge is the natural result of self-activity. The mind is not to be treated as a passive receptacle to be filled with facts but is to be awakened and developed by contact with right stimuli. "If the quality of action is right, the quantity of knowledge will take care of itself." It is absolutely essential to successful work with children that a motive for work be present. The motive that governs children is present interest. Their enthusiasm is kindled and kept alive by thoughts and action which give present enjoyment. The greatest source of interest to a child is what he loves best. Of all subjects in the school, when properly presented, music most strongly appeals to children. With children it is a simple and natural thing to sustain and develop interest in music. Through the impulse of this interest attention is cultivated, thought is stimulated, quickened and intensified.

At the end of the first year, the little ones

have a vocabulary, as it were, in the tone language in which they can think, read, and write. The proper study of music demands that from beginning to end the child shall think, and all the time, doing goes hand in hand with thinking. Did you ever think of the unity of thought, feeling, and action necessary in reading even a simple piece of vocal music at sight? The thoughts must be exact or failure must result; action must follow thought instantly, and it must be right action or success is impossible. Accuracy and precision are alike essential; constant attention and concentration are absolutely necessary. The singer must catch and give expression to the spirit of the song or it is a poor interpretation. Good singing demands thought as well as emotion.

The study of vocal music is an important factor in the development of the mind as well as of the heart and the body. It is the most comprehensive of all modes of expression. Quoting a prominent educator, "Music explains, interprets and glorifies poetry; it is the natural medium for the manifestation of poetic thought; it blends, harmonizes and enriches the whole being. when language fails, when argument is useless, the marvelous power of music comes in with its persuasive, controlling, and compelling influence, arousing flagging zeal, developing enthusiasm, cultivating the highest religious feeling, and enhancing courage and heroic endurance."

In a community where vocal music has been well taught for a series of years, from 95 to 98 per cent. of the children who go through the grammar school are singers. They have learned and will never forget a large amount of choice music. They love and appreciate good music and possess the key which may open to them the treasures of the world of music. Among their number are the best readers of music in the community, and the influence of the school music is felt and appreciated in the churches and in the home. The number of so-called good voices has multiplied and a surprisingly large number of students specialize in music outside of school. Most important of all, a very large percentage of the voices have remained mellow and of good quality, having developed sufficient power and large compass. The emission of tone is free, not pinched and cramped, while throatiness and harshness in singing does not exist as to

classes, and is the exception in the individual pupil.

The importance of proper tone production cannot be overestimated. Without proper care and training, music in the school is fraught with danger and results in partial or complete ruin of a large percentage of voices. It is time that parents and teachers were awakened to the fact that school singing when improperly conducted is capable of irreparable injury to the voices of their children. Without competent supervision, school-singing almost invariably means raspy, noisy, throaty singing.

The quality of the singing in many cities and villages of the State is appalling to those who realize what it means for a child to sing with a stiff jaw and tongue, and a strident, screamy, pinched voice, every school day for several years, with a crescendo of bad conditions in the Sunday school on Sunday. No wonder that school music in many communities not only fails to win the support of the best vocal teachers and other well informed musicians, but encounters their determined opposition. Rather than have children sing under such conditions, it were better to stop all singing in school. But what is to be done? Not only the city and village grammar school, but all the district schools in the State, whose pupils are steadily coming into the grammar school, have singing of some sort. Practically all the schools in the State sing. If the teacher be tone deaf and utterly ignorant in music, the parents, school board, and the State department also, expect the school to sing.

We hear much discussion of the superior merits of different systems of school music. There has been a wonderful development and improvement in the books and charts for school use. Indeed they have developed much faster than the ability of teachers to use them; but school committees and supervisors, educational papers and pamphlets, have exploited the wonderful virtues of this and that System of Music until the average school board is led to believe that if only the "System" can be adopted success is assured. No theory could be more misleading. While good text-books are essential in music as in other subjects, they can be of comparatively little help to the untrained teacher in mastering the most important, most difficult and yet most neglected part of school singing. In bringing about and maintaining the

physical and mental conditions necessary for proper tone production with classes of children, the *all-important and controlling element is the teacher*. Success or failure depends solely upon the teacher. In this part of the work there must be correct ideas and ideals, and they are seldom gained from music readers and charts. This is what I mean by special training. It is not necessary, though very desirable, that the teacher be a musician. It is not absolutely essential that she be able to sing. Any successful teacher of reading who is not tone deaf can become a successful teacher of school music, providing she has expert assistance.

School music is a failure if it ruins beautiful voices. Success means that the singing voices of children shall be kept mellow, flexible and pleasant, as they naturally are. Unless school singing subdues and corrects abnormal conditions and develops the sweetness and beauty characteristic of children's voices, it is a failure. No amount of skill in sight reading can compensate for the injury done. Unless a free and unrestricted tone emission is secured the voice is incapable of giving expression to the finer feelings. The living principle of music is lacking; its vital force is gone. Harsh, pinched and squeaky singing is only the horrid skeleton of music. What emotion save pain, can be in the heart of the singer or the listener, as he sings "O thou sublime, sweet evening star" to Wagner's beautiful melody, with a stiff jaw, a buzz-saw tone and a countenance full of anguish; or Brahms's Lullaby in a screamy, cold-blooded voice? The most beautiful melodies and the best of poetry lose both their beauty and their usefulness under such conditions. Singing demands perfect physical freedom.

The voice is the instrument through which the soul speaks. If it be broken and out of tune, disagreeable or unsympathetic, the spirit cannot find expression. Is there any subject in the grammar school requiring more care and skill on the part of the teacher? Yet, in this State there is absolutely no standard of qualification fixed for the supervisor or teacher of school music. Any one possessing a common school certificate may take charge of the music in the schools. Hundreds and thousands of broken and impaired voices are the victims of this mistaken policy, yet scarcely a protest is raised and no organized effort is made to improve the situation.

Some time ago I spent an entire day in the schools of a neighboring city in company with the local supervisor of music. He was full of enthusiasm and a tireless worker. His own singing was of the muscular variety and vigorous in the extreme. He was a "robusto" tenor. During the day he sang almost continuously with the children, whose voices seemed to pierce the very walls. Not once during the day did we find a class that sang differently. The compass, especially of the boys' voices, was very limited, but the power was tremendous. The situation seemed to me to be thoroughly bad; yet the supervisor was evidently perfectly satisfied with the results. The sight reading was good and several classes sang very badly in two and three parts, of which he seemed very proud. This particular supervisor was selected for a city of 30,000 inhabitants, chiefly because he was a popular vocal teacher and a successful organizer and promoter of music festivals.

It is a common practice to select for supervisor of music, a popular singer, organist, pianist, or vocal teacher, regardless of special fitness, or lack of fitness for the position. Sometimes the new supervisor hastens to make suitable preparation and eventually does admirable work. Very often he assumes, as the board does in electing him, that without special preparation he is sufficiently well informed to teach children to sing. As a matter of fact, the average musician often needs special instruction quite as badly as the grade teacher.

Children's voices, especially those of young children, require treatment quite different from that given to the adult; and it does not by any means follow that a successful vocal teacher is able to teach children to sing, much less to supervise the work of scores of teachers. Supervision of music in the schools means the education of the grade teachers for the work. It requires not only skill to teach, power to impart knowledge, and to develop skill on the part of the teachers, but also the ability to inspire teachers and pupils to enthusiasm. A successful supervisor of music is a teacher as well as a musician, a successful conductor and a good accompanist.

In every other subject in the school curriculum, some sort of preparation and qualification is required of the grade teacher; in music, nothing is required. Is this right?

SCHOOL MEN OF THE HOUR

Supt. EDWIN G. COOLEY

(For portrait see front cover)

A FEW years ago the Chicago School Board felt that it would be helpful and wise to place at the head of their school system a man who combined the scholar and the publicist. It was thought that this combination would secure an executive able to settle the many vexing problems arising in the great educational system that has sprung up with the equally marvelous growth of that city. Choice was made of E. Benjamin Andrews, President of Brown University, whose experience included some years in the ministry, college and university professorships, membership in a United States Monetary Commission, and wide experience as a writer and speaker on matters of public polity. The choice did not prove a happy one for reasons with which we are both unacquainted and would not be able to properly value had we full knowledge of them. Just about the close of Superintendent Andrews' service at the head of the Chicago schools, Col Francis W. Parker was relieved from the restraints and limitations of work in a public educational institution and given opportunity to expand and carry out his own ideas in an institution of his own, named in honor of its founder (Mrs. Emmons Blaine), the Blaine Institute. His successor, to most people's surprise, was a gentleman not widely known—one whose name was certainly not to be found on some folks' list of the truly elect and fully guaranteed. This was Edwin G. Cooley, Principal of the Evanston, Ill., High School. Despite this awful handicap, Mr. Cooley, not at all appalled hereby, took hold of the Cook County Normal and gave evidence of measuring up to the situation, if not exactly filling Colonel Parker's shoes. He had not, however, thoroughly adjusted himself to the new position, when Superintendent Andrews resigned, and Mr. Cooley, from a list of very capable aspirants, was selected Superintendent of Schools of the metropolis of the lakes.

It has not been officially announced, but is none the less true, no doubt, that this action caused a great shock to the editorial sanctums of certain educational journals and in the minds of other educational *quid nuncs*,

whose eligible lists require as apparently essential qualifications for such positions conspicuous activity in the N. E. A., success in antagonizing all interests in their places of official activity, abhorrence of remaining long in any particular place, and cheek by jowl adulation of these self-constituted arbiters of educational rank and usefulness in the United States.

We know little personally about Superintendent Cooley. His portrait indicates a man of good health, physical endurance, common sense, and patient judgment—a man who can listen, who makes up his mind slowly; but, having once come to a conclusion, puts it into effect quietly, tactfully and patiently. His record shows ample school experience, and we need not inform those in the habit of reading this magazine that it is just the kind of a record we believe a man should have for the position to which he has been chosen, and that only those that have such a record should be elevated to these positions. Need we add an expression of our pleasure that such a man has been chosen head of that great western school system, as another striking proof that there are plenty of men in the teaching ranks who combine full and varied practical school experience with sound judgment and marked executive and administrative ability, which fit them to occupy the highest educational positions in the country.

EZRA JONES PECK, LL.D.

AMONG the number of able men engaged in the work of inspection under the Regents Department is Ezra Jones Peck, LL. D., of Owego, N. Y. Mr. Peck was a recent successful competitor for this important office before the State Civil Service Commission, and was chosen from a list of well educated and well-informed school men.

Although new in this line of educational work, his whole life has been actively spent as a teacher, and the record of his work is a creditable one.

The subject of our sketch was born at

Seneca Castle, Ontario County, in the month of December, 1830. He graduated from Williams College in 1851, earning the degrees of A. B. and A. M. In 1899 Hobart College conferred upon him the degree of LL. D.

He began his work of teaching at Phelps Castle, N. Y., and remained there five years. He next taught the Canandaigua Academy for two years, and then engaged as principal of Homer Academy, in which position he remained eleven years. He was next elected Superintendent of the Owego schools, remaining in this position fourteen



EZRA JONES PECK, LL. D.

years. He resigned this place to enter his present service. He has also served as commissioner of schools for three years.

His long service in the educational field, and his active and painstaking interest in his life work makes him eminently fitted for his present duties. Those who are acquainted with him say that his knowledge of public school needs is unusual. He also has a splendid reputation as a scholar.

In personality he is strong, yet unobtrusive, and he has a pleasing manner of address, and will make a popular official among the school men.

SELF DEPENDENCE

Weary of myself, and sick of asking
What I am, and what I ought to be,
At the vessel's prow I stand, which bears me
Forwards, forwards, o'er the star-lit sea.

And a look of passionate desire
O'er the sea and to the stars I send:
"Ye who, from my childhood up, have calm'd me,
Calm me, ah, compose me to the end!

"Ah, once more," I cried, "ye stars, ye waters.
On my heart your mighty charm renew:
Still, still let me, as I gaze upon you,
Feel my soul becoming vast like you!"

From the intense clear star-sown vault of heaven,
Over the lit sea's unquiet way,
In the rustling night-air came the answer:
"Wouldst thou *be* as these are? *Live* as they.

"Unaffrighted by the silence round them,
Undistracted by the sights they see,
These demand not that the things without them
Yield them love, amusement, sympathy.

"And with joy the stars perform their shining,
And the sea its long moon-silver'd roll;
For self-pois'd they live, nor pine with noting
All the fever of some differing soul.

"Bounded by themselves, and unregardful
In what state God's other works may be,
In their own tasks all their powers pouring,
These attain the mighty life you see."

O air-born voice! long since, severely clear,
A cry like thine in mine own heart I hear:
"Resolve to be thyself; and know that he,
Who finds himself, loses his *self*." *J. R. Lowell.*

—Matthew Arnold.

Why should we ever weary of this life?
Our souls should widen ever, not contract,
Grow stronger, and not harder, in the strife,
Filling each moment with a noble act;
If we live thus, of vigor all compact,
Doing our duty to our fellow-men,
And striving rather to exalt our race
Than our poor selves, with earnest hand or pen,
We shall erect our names a dwelling place
Which not all ages shall cast down again;
Offspring of Time shall then be born each hour,
Which, as of old, earth lovingly shall guard,
To live forever in youth's perfect flower,
And guide her future children heavenward.

—J. R. Lowell.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

Be not afraid, O toilers up the height!
The gods are very near, tho' out of sight;
They reach out helpful hands and say,
"Come higher,"
All earnest souls must climb if they aspire.
—*Ella Wheeler Wilcox.*

THE more honesty a man has, the less he affects the air of a saint.—*Lavater.*

"It is not too much to say of him (Lincoln) that he is among the greatest masters of prose ever produced by the English race."—*The (London) Spectator.*

WHEN Horace Mann made a famous speech for the dedication of a building that had cost many thousand dollars, devoted to the reformation of bad boys, he said, "If all this which has been spent upon this building results in the reformation of one boy, it is money well spent." Somebody said to him, "Mr. Mann, do you think one boy is worth all that money?" He replied, "Yes, if he is my boy or your boy."

HAMILTON College is being much in evidence in New York State school circles. At the sixteenth annual convention of New York State Principals, in Syracuse, December 28th, Principal Charles H. Warfield, '89, of Little Falls, was elected president; Principal James Winne, '77, of Poughkeepsie, vice-president; Rev. S. Dwight Arms, '83, of Albany, secretary, with Principal Charles F. Keck, '97, of Southampton, one of the executive committee.

STRANGE as it may seem the teacher who aims at development of character, and employs the course of study as a means to this end and not as the end itself, usually procures better results in all departments of work than the one whose whole effort is concentrated upon the achievement of such results. But upon closer investigation it will be found to be the most natural consequence. Children who have been trained to habits of neatness and accuracy in all things will be better spellers than those who are made to regard the reeling off of word-lists as the great thing. Those who strain their

best energies to solve a problem in arithmetic and would not sacrifice one tittle of honesty for the sake of the result, will achieve better success in number work than those who have been taught to regard the getting of the correct answer by hook or crook as the one and all.—*Teachers' Institute.*

THE pressure of specific duties laid down in the course of study frequently obscures the higher purpose of the school. Glib answers to questions are often regarded as worth more than honesty and conscientious effort. The bright, alert child who seizes lessons quickly is ranked higher than the one who strives laboriously to accomplish unfamiliar tasks. Does earnest effort count for nothing? Are the gifts of the intellect and the skill of the hand and tongue to carry off all prizes? God's plan must be the model of the teacher. "What doth it profit a man if he gain the whole world and lose his own soul, or what shall he give in exchange for his soul?" The fruits of soul-growth must receive the right valuation at school. The children must begin to see from the first day of school life that the teacher at least appreciates motive, and counts endeavor to do one's best as more than visible results.—*Teachers' Institute.*

MISS SARAH LOUISE ARNOLD, supervisor of the Boston kindergartens, recently addressed the teachers of Rochester on the subject of "Perplexities of the Teacher," and was received in a flattering manner. Among other sensible suggestions was this one: "The discipline of the school room must be practical, and of such a character as will stand the test of the world outside. If a child is told he must not whisper in school, he should not be told it is very wicked, but that it is inexpedient, and why this is so, and the teacher can easily make him understand. It is very difficult to remain all day without whispering, and if the teachers don't think so, why let them try it themselves. Then, if the pupils will remain for a certain period without whispering, give them a little leeway, and a certain length of time in which to communicate.

In this way they can be taught self-reliance, to take care of themselves, and this will be a better type of discipline which teaches the civic side. How much greater is the teacher who teaches the child to rely upon himself rather than to reflect her will, leaving him to rebound as soon as her back is turned."

THIS letter has been engrossed, framed and hung in one of the Oxford (England) university halls as a specimen of the purest English and the most elegant diction extant:—

"DEAR MADAM:—I have been shown in the files of the war department a statement of the adjutant-general of Massachusetts, that you were the mother of five sons who have died gloriously on the battle field. I feel how weak and fruitless must be any word of mine which should attempt to beguile you from grief of a loss so overwhelming.

"But I cannot refrain from tendering to you the consolation that may be found in the thanks of the republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

"Very respectfully yours,
"ABRAHAM LINCOLN."

THE annual report of Commissioner of Education William T. Harris is of much interest to the people of this country who are concerned regarding the work done by the schools. Some of the figures are given below: For the year 1898-99 the total enrollment of pupils in our own country was 17,225,270, divided as follows: Public schools, 15,234,435; private and incorporated institutions, 1,503,927; special schools, such as business, Indian and reform schools, orphan asylums, kindergartens and schools of music, oratory, elocution, cooking and special arts, 468,908.

The average attendance in common schools was 68 per cent. of the enrollment, and the average annual length of the school term was 143.2 days. This work of common school education required the services of 415,660 teachers, of whom 131,793 were male and 283,867 female. The school houses were valued at \$524,680,255, and they were kept open at an average monthly

expense of \$45.25 for each male and \$38.14 for each female teacher. The total amount raised by taxation for educational purposes was \$204,017,612 and the total expended was \$197,281,603, a total expenditure per pupil of \$18.99.

THE schools are confronted with the several problems which it will be your privilege to solve. Children must be taught to play life's game fairly. Three great social distractions threaten the present time. First, the awful problem of sectarianism. Second, the bitterness of partisanship. Third, the grievous and hurling lines of capital and labor. You will be called upon to work out the reconciliation between the avenue and the alley. It is your greatest mission to ameliorate the bitterness of sectarianism. Let the children understand that the world is big enough and wide enough to hold Jew and Gentile, Catholic and Protestant, and that each has a duty to perform to humanity. One of the greatest menaces to our civilization is the blind partisanship of the voters in politics. The independent voter is the future hope of the republic. I ask you to take ethics into your school work. The call of the coming century will be to give the children a civic conscience and an understanding of their corporate responsibilities. You must aid in the adjustment of the relations between capital and labor, and an equitable distribution of the world's bounties.—*Jenkin Lloyd Jones.*

THE weakness of our schools is due to the unconscious errors of teachers rather than to any willful neglect. This may be illustrated by observation of the practices of the average teacher, as they relate to economy of time and effort. The waste of physical energy is often pathetic. The busy, bustling, loud-voiced, talkative teacher expends a vast amount of physical energy to no purpose. Time is wasted, in a variety of ways, that might be devoted to profitable instruction. The teacher that works without plan or program, that has no definite procedure in changing classes or recitations, that stops the recitation to discuss irrelevant matter, or to administer discipline, has no idea of economy. Time is wasted also by interruptions of pupils, unnecessary and attention-destroying repetitions, reading stories to class for entertainment, and the

use of language beyond the comprehension of the children. These methods of waste are generally pursued unconsciously. Just as soon as the attention of the teacher is called to them, better methods are substituted. The teacher that studies economy in school work is able to accomplish twice the amount of work in half the time. Economy and efficiency are secured only by conscious, persistent effort. Economy practiced habitually by the teacher develops economic methods and habits in the pupils.—*Educational Exchange*.

DR. EDWARD BROOKS, the head of the city school system of Philadelphia, has decided, after mature deliberation by himself and his teachers, that the three great bugaboos of the arithmetic, "partial payments," "compound interest," and "customs" shall no longer be taught in his schools. Hereafter students who want to wrestle with these abstruse subjects will have to go to business college or into a bank. For years it has been dawning on clear-sighted teachers that these subjects simply mistify and worry young minds, while being of no earthly use to more than one out of a thousand. There is nothing in either of them that a mature mind cannot surmount, without the aid of rules, in case problems of the kind do come up in real life; but the experience is that there is something so abstract about these subjects, as found in the text-books, that they floor even pupils who are excellent in all their other studies. Some of the problems given for children of ten years to work out would puzzle the comptroller of the currency himself. To nine out of ten school children "partial payments," "compound interest," and "customs" are the most dreadful things they have to meet in the pathway to knowledge.—*Southern Educational Journal*.

It is reported that Baron Rothschild used to recommend the following rules to young men who wished to achieve business success:

Attend strictly to the details of business.
Be prompt in all things.
Consider well, then decide positively.
Dare to do right, fear to do wrong.
Endure trials patiently.
Fight life's battle bravely, manfully.
Go not into the society of the vicious.
Hold integrity sacred.

Injure not another's reputation or business.

Join hands only with the virtuous.
Keep your mind from evil thoughts.
Lie not for any consideration.
Make few acquaintances.
Never try to appear what you are not.
Observe good manners.
Pay your debts promptly.
Question not the veracity of a friend.
Respect the counsel of your parents.
Sacrifice money rather than principle.
Touch not, taste not intoxicating liquors.
Use your leisure hours for improvement.
Venture not upon the threshold of wrong.
Watch carefully over your passions.
Extend to everyone a kindly salutation.
Yield not to discouragement.
Zealously labor for the right.

If free text-books tempt people to buy fewer good books, they are a curse; but if the money not invested in transient text-books is used for getting standard works of reference and the classics, then free text-books are a blessing.—*New England Journal of Education*.

Then "free text-books" are a curse. The man who wants free text-books is for the most part opposed to buying any kind of a book—or anything else that he can get his more prosperous neighbor taxed to buy for him.

"Free text-books" cheapen cost of books only by reducing the number of books bought—not by reducing the price paid. This is not an unsupportable assertion, but is simply the statement of a fact well known to every body who has taken the trouble to investigate. The money saved is saved, not on the price but on the number of books bought. The effect of "free text-books" is to reduce the number of books, in a given community, by taking out of a large proportion of the homes the only books that ever found their way into them.

There is another bad feature of the "free text-books" plan not generally noticed, it leaves these children without books of any kind during vacation—which here in the south is for the most part five months, or nearly half the year.—*Florida School Exponent*.

To say that a child should learn nothing by heart is to commit an error almost equal to saying he should never be told anything

that he can find out for himself. Some things he should learn by heart, as many of the formulas in which knowledge is compactly expressed. Mention may be made of the multiplication table, mathematical definitions and axioms, the definitions and rules of grammar, some of the symbols of chemistry, the canons of formal logic—about these there can be no question, provided always the pupil's studies take so wide a range.

Then the child should, first and last, memorize a certain amount of literature, especially poetry. Literature consists of two elements, the conceptions of the author and the words in which he expresses those conceptions—the substance and the form. The thought is in the words, just as the painter's thought is in the canvas, or the sculptor's in the marble, and the two cannot be separated without destroying the literature.

The inference is not that the pupil should commit to memory all the literature that he studies, much less all that he reads, but that he should commit enough to furnish his mind with a fund of beautiful literary forms.

To this end, what are technically called "recitations," which are so prominent a feature on exhibition days, are to be encouraged within proper bounds. Still more, the admonition that children should understand what they learn, which is a plain intimation that, to the popular mind, learning does not always involve understanding, need not be too rigidly insisted upon. The child should not be allowed to fill his mind with words, but literary appreciation is a thing of degrees, and we grow up to great literary composition.—*Hinsdale's The Art of Study*.

DR. JAMES S. COOLEY, Commissioner of Nassau County, N. Y., has sent the following circular to his teachers concerning the cleaning of public buildings:

The following from an editorial in a late issue of the *Journal of the American Medical Association* merits the attention of all school authorities. The faulty methods of cleaning and dusting schoolrooms which are in use in many, if not most, localities, are doubtless responsible for many of the catarrhal and pulmonary troubles of teachers and pupils.

"Often the more or less elaborate process of cleaning of rooms and conveyances be-

come a means of dissemination of bacteria-laden dust rather than of removal of dust and dirt. In many cases one may very readily convince himself that the cleaning merely disturbs the accumulated dust, which soon settles down again upon the very articles and floor just dusted. This improper method of cleaning is seen only too often in public buildings and public conveyances as well as in private houses. The question has been subjected to a scientific inquiry by Elmer W. Firth, sanitary engineer, who conducted a series of experiments upon micro-organisms in the air of public buildings and conveyances as the result of improper methods of cleaning. He points out that correct cleaning is based on certain principles among which may be mentioned the following: Absorbent floor materials should not be allowed to conceal dust and dirt; non-absorbent flooring should be used in public places; this means the removal of carpets from churches and theaters and of fiber mats from cars and boats; linoleum and rubber mats may be substituted. Damp sawdust on floors is useful for retaining some of the dust raised in sweeping. Dust and organisms suspended in the air after sweeping settle more quickly in a closed room than in a ventilated one. Strong currents may keep organisms in suspension for a long time unless the draught passes directly through the room. For these reasons sweeping and dusting in public places should be done at such times as to allow settlement of the dust before occupancy. Dry sweeping and dusting are condemnable and should never be allowed in the presence of numbers of people. Absolute removal of the solid impurities of the air that settle in all buildings, and of the dust after sweeping, is best accomplished by the use of damp cloths, and frequent mopping and washing are necessary. As dampness is to be avoided, wooden flooring should be substituted with stone or tile. The material accumulated in cleaning should be destroyed or disposed of in such a way that 'it will not be merely a nuisance transferred to another place,' which is the great objection to many methods of cleaning."

This careful study of these matters should result in the adoption of more sanitary methods of caring for school buildings. The report of Engineer Firth's experiments should find a place in every school library.

MR. THOMAS BRENNAN, for thirty years a member of the Chicago school board, declares that the average country boy, coming from a rural school, is worth more to the business man than the graduate of the Chicago schools. The lesser value of the city boy comes about, he says, because the "amount of time spent in the public schools upon studies that are not essential is fully as great as that given to reading, writing and arithmetic. They have tried to make everything of the school boy, and they have prevented him from becoming anything."

Is this explanation fair? Let us admit that a great number of city boys fail in business. Does it follow that the country boy excels because he knows more of the three R's?

Mr. Brennan, like many others, seeing that the pupils of the well-appointed city schools fail to exhibit industry, energy, willingness to obey, pluck, and general intelligence, lays the blame upon the school system. He naively concludes that the culture studies contribute to the city boy's weakness.

Mr. Brennan's conclusions are wrong. For one thing good country schools teach the very subjects that Mr. Brennan thinks are "not essential." In Massachusetts the course of study in country schools comprises ten or eleven subjects outside of the three R's.

The city has fine buildings and spends large sums of money for their equipment. If mechanical appliances were the great desideratum, remarkable results ought to be achieved. Mr. Brennan, like many others, expects the results to be commensurate with the outlay. But this cannot be. Education cannot be bought with money and buildings. It is a spiritual process and depends chiefly upon the personality of the teacher. Where teachers are selected by political methods it is not surprising that many of them enter upon their work solely because it yields them a living. Where the teacher's spirit is not the right one, educational results cannot be satisfactory.

In the country the teacher is closely identified with the community in which he labors. He is a member of it. All the parents know him and he knows them. One who is not *en rapport* with the community cannot be a successful teacher.

Then, too, there are educational influences beyond the teacher and the school. What

teacher can be successful in a city where vice and crime abound in the streets? Where sensation mongers control the newspapers and cram the news column with filthy details of bestiality? A little boy entered a kindergarten one morning with the exciting news that a burglar living in the same tenement with his parents had been "sent to the Island" for three years. As the proud possessor of personal information concerning the captured criminal, he was made to taste the tempting sweets of notoriety. Mr. Brennan must take all this into account. He must remember that thousands of city boys are at a tender age made to face appalling temptations. How to deal with the social difficulties, especially along ethical lines, in a democratic municipality, is indeed a problem taxing the philanthropy of great hearts and taxing to their utmost the ingenuity of circumspect minds. Let Mr. Brennan take these facts into consideration when he charges shortcomings to the Chicago schools and their teachers.—*School Journal*.

"QUEEN VICTORIA," says the *Chicago Record*, "was an assiduous collector of autographs, and it is an interesting and a curious fact that one of the most precious treasures of her large collection is a letter written by Thomas Jefferson to his daughter, Martha, when she was eleven years old. Her Majesty frequently showed it to American visitors. Although Jefferson was an uncompromising enemy of England throughout his entire life and cherished an unreasonable hostility to everything British, Queen Victoria admired him as much as any American. The simplicity of his life and the tender interest he manifested toward his children seemed to touch her heart.

"She obtained this letter from Mrs. Randolph, the daughter of Mr. Jefferson, shortly after his death. At that time her fad for collecting autographs was at its height, and she requested the foreign office at London to secure for her a typical example of Mr. Jefferson's writing. Mr. Vail, the British charge at Washington, forwarded the request to Mrs. Randolph, who, appreciating Queen Victoria's character, and knowing her love of children, selected a letter which she had received from her father during her childhood. It is dated Annapolis, November 28, 1782, and is addressed to 'My Dear Patsy.' After express-

ing the sorrow he felt in parting with her at the school in which she was placed, he says:

"The acquirements which I hope you will make under the tutors I have provided for you will render you more worthy of my love, and if they cannot increase it they will prevent its diminution. With respect to the distribution of your time the following is what I should approve:

"From 8 to 10 practice music.

"From 10 to 1 dance one day and draw another.

"From 1 to 2 draw on the day you dance and write a letter next day.

"From 3 to 4 read French.

"From 4 to 5, exercise yourself in music.

"From then till bedtime read English, write, etc.

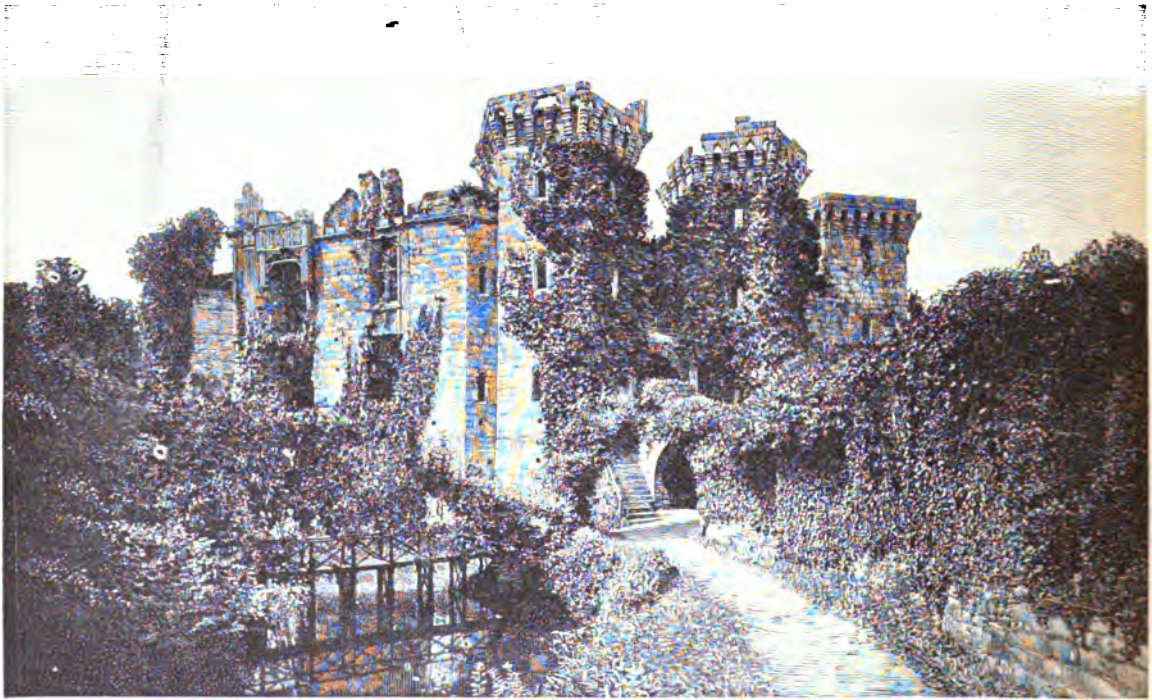
"Take care that you never spell a word wrong. Always before you write a word consider how it is spelled, and if you do not remember it, turn to a dictionary. It

produces great praise to a lady to spell well.

"If ever you are about to say anything amiss or do anything wrong, consider beforehand and you will feel something within you which will tell you it is wrong and ought not to be said or done. This is your conscience, and be sure to obey it. Our Maker has given us this faithful internal monitor, and, if you always obey it, you will always be prepared for the end of the world, or for a more certain event, which is death.

"I have placed my happiness on seeing you good and accomplished, and no distress which this world can now bring on me would equal to that of your disappointing my hopes. If you love me, then strive to be good under every situation, and to all living creatures, and to acquire those accomplishments which I have put in your power, and which will go far toward insuring you the warmest love of your affectionate father, •

"TH. JEFFERSON."



THE RUINS OF A NORMAN CASTLE

FOR THE SCHOOL ROOM

TEACHING THE ALPHABET

SHOULD it be taught in that graceful, incidental fashion which some of us wouldn't call *teaching*, perhaps? Do you know that this incidental is the very best kind of teaching? It is spontaneous, fitting, comes *just* at the right moment, is naturally suggested by the subject in hand, and because of all this makes a vivid impression.

I'll warrant, speaking from a twelve years' experience, that nine children out of every ten (to be exact, as the truth has come to me, I shouldn't have exempted the tenth, for I *never* met a child over five years of age to whom the A B C's were absolutely unknown and unheard of quantities) know something of their A B C's before they enter the first year class at school. Doesn't every fond parent, when she leaves the precious offspring in your care for the first time, confide that "he knows his letters," or that "he knows some of them," that "he's just beginning to learn his letters," or that "I've tried to teach him his A B C's?" Must not the average child drink in these mysterious hieroglyphics at every turn? From his highly colored picture books (that Santa nearly always brings), teeming with "A is for Ann," "B is for Betty," to the generously thrown-about handbill, to say nothing of the big newspaper which a three-year-old delights to read for half an hour, up-side-down, will he not imbibe something from these homely but nevertheless educational sources? Think of all this supplemented by the anxious labor of the unwitting mother who doesn't know that, nowadays, we teachers had rather she would not fog her child with letters at the wrong time, but wait until they came naturally, easily and in their proper place with the reading.

Worry not, benefited teacher! I'm sure this environment and home-training of letters, some at least will have made their way into his small cranium before the average four-year-old has ever seen a kindergarten! Now, grant that he does *not* know the entire twenty-six, or if it makes you feel any better and does not attack your theory, let us suppose that he has never met *any* letter, that he has no concept of these little articles at all, how are we to enlighten him? There is only one common-sense way, one simple

incidental method by which to lead the tiny feet up this mysterious hill. Suppose in your reading you are endeavoring to present and fix some of the type words which serve to build a reading vocabulary later on,—a boy, a girl, a flower, a man,—you understand why the little article is presented *with* the noun. It surmounts a tremendous obstacle later on. You are spared the agony of hearing your children read "A—man has a—hat," to say nothing of the prodigious labor of trying to break this up. By way of this drill, it would be the most natural thing in the world to say—

"John, show us *a*."

"Write *a* on the board, Hetty."

"What little letter is this, Wallace?"

"Who knows another letter?"

"What letter comes right after *a*?"

"Who will make *b*?"

"What is the third letter in the alphabet, Flossie?" (c)

All this comes properly in the reading lesson, where two or three minutes each day will soon use up the twenty-six letters. Of course a wise teacher will strengthen, if it seems necessary, her letter lesson by many little desires to gain the form and establish the recognition of each letter; perhaps when the children go to their seats their task will be to write ten *a*'s, ten *b*'s, ten *c*'s or whatever the new letter may be; at the occupation table, they may lay the new shapes with lintels, beans, etc., or sew them on cardboard. After the small letters are well known, the capital forms are easily disposed of. The children are probably reading sentences by this time.

"A girl has a leaf."

"Show little *a*, Kate."

"Do you see another *a*, Edward?"

"What is the difference between the two?"

"Make two big *A*'s on the board."

"Take the pointer to *trace* my big *A*, Alice."

"Did any one ever hear what people call these great big letters?"

I'll tell you—capital.

Let us all say capital, together.

"Find capital *A*, Ross."

"It's little sister, John."

"Do you think *a* is the only small letter that has a big sister, Peter?"

No, they all have.

"Who can make capital B?"

"Big C?" "Large D," etc., etc.

After all, teachers, the present day method is the best, it is natural, logical, it attracts the child. The word as a whole, represents, stands for, the concept the child has; after a time separate it into its component parts, the letters, if you wish; but give the children the interesting word that says something to them. To begin by presenting a dry, unmeaning letter to them is dreary to say the least, and almost cruel.—*Exchange*.

LIST OF POEMS FOR MEMORIZING

The following list of poems suitable for memorizing was prepared by E. C. Warriner, Superintendent of Saginaw, East Side schools, Michigan, for the guidance of his teachers. In his instructions to his teachers regarding the use of this list Superintendent Warriner says: "It is not expected that every one of the poems in this list will be learned by every pupil. From five to ten poems per year should be learned, according to the ability of the pupil. As far as is feasible, consult the pupil's preferences in selecting the poems which he is to learn. In the first three grades, the daily program should show fifteen minutes for literature, embracing stories and poems. In grades above the third, this work may be connected with the language study, or with the supplementary reading. Besides teaching the poems of her own grade, the teacher should review those learned in previous grades. Learning and reciting the poems in concert is not sufficient; the individual pupil should recite them with distinct enunciation, proper pronunciation, and natural expression. The order in which the poems are printed is not necessarily a guide to the order in which they should be learned. The work should be correlated as far as possible with other work, nature study, history, reading, etc."

FIRST GRADE

Nursery Rhymes and Jingles; Heart of Oak Books No. 1; D. C. Heath & Co. Verse and Prose for Beginners; Houghton, Mifflin & Co.

Come, Little leaves, said the wind one day, Helen Hunt Jackson; Stickney's First Reader, 86; Ginn & Co.

O, Look at the Moon; Lakeside Literature 1, 50; Western Publishing House.

What Does Little Birdie Say, Tennyson; Riverside Primer, 90; Houghton, Mifflin & Co.

The Cow, Stevenson; Stepping Stones to Literature, 1, 68; Silver, Burdette & Co.

A Little Boy Was Dreaming; Riverside Primer, 79.

Twinkle, Twinkle, Little Star, Jane Taylor; Verse and Prose, 53.

In winter I get up at night, Stevenson; Riverside Primer, 182.

The North Wind Doth Blow; Lakeside Literature, 1, 18.

Singing, Stevenson; Riverside Primer, 74.

The Swing, Stevenson; Child Life Readers, 1, 69; The Macmillan Co.

My Bed is a Boat, Stevenson; Verse and Prose, 42.

Infant Joy, Blake; Riverside Primer, 174.

The Baby, Geo. McDonald; Child Life, 1, 112.

The Wind, Christina Rossetti; Graded Literature, 3, 17; Maynard, Merrill & Co.

My Country, 'Tis of Thee.

SECOND GRADE

Daisies, F. D. Sherman; Verse and Prose for Beginners, 27; Houghton, Mifflin & Co.

Snow Flakes; Cyr's Second Reader, 71; Ginn & Co.

Little Lamb, Who Made Thee? Blake; Stickney's Second Reader, 153; Ginn & Co.

Song of the Thrush; Stickney's Second Reader, 175.

A Boy's Song, James Hogg; Stickney's Second Reader, 188.

All Things Bright and Beautiful, John Keble; Stepping Stones to Literature 2, 142; Silver, Burdette & Co.

Seven Times One, Jean Ingelow; Stepping Stones 2, 155.

Blue Bell Hollow, Edith M. Thomas; Lights to Literature 2, 12; Rand, McNally & Co.

The Wind, Stevenson; Child's Garden of Verses 45; Scribners.

Violets, John Moultrie; The Listening Child 227; Macmillan Co.

Little White Lily, Geo. McDonald; Graded Literature Reader 2, 107; Maynard, Merrill & Co.

Be Good, Sweet Maid, Kingsley; Child Life 2, 60. Macmillan Co.

The Lost Doll; Child Life 2, 126.

Only One Mother; Baldwin's Second Reader, 109; American Book Co.

Humble We Must Be; Fairy Tale and Fable, 119. The Morse Co.

Lady Moon, Lord Houghton; Harper's First Reader, 141; American Book Co.

Small Service is True Service, Wordsworth; Stepping Stones 3, 67.

Sweet and Low, Tennyson; Child Life 2, 94.

My Shadow, Stevenson; Child Life 2, 114.

The Children's Hour, Longfellow; Longfellow's Poems.

THIRD GRADE

Buttercups and Daisies, Mary Howitt; Whittier's Child Life, 38; Houghton, Mifflin & Co.

Night, Blake; Child Life Readers 2, 159; Macmillan Co.

March, Wordsworth; Graded Literature Readers 3, 177; Maynard, Merrill & Co.

If All Were Rain and Never Sun, Christina Rossetti; Graded Literature Readers 3, 183.

Hiawatha's Hunting, Longfellow; Graded Literature 3, 184.

The Year's at the Spring, Browning; Child Life 3, 43.

A Cradle Song, Isaac Watts; Palgrave's Children's Treasury, 275; Macmillan Co.

The Violet, Jane Taylor; Stepping Stones 3, 111; Silver, Burdette & Co.

Children, Longfellow; Cyr's Second Reader, 130; Ginn & Co.

Up the Airy Mountain, Allingham; Heart of Oak Books 3, 10; D. C. Heath & Co.

The Piper, Blake; Verse and Prose for Beginners, 67; Houghton, Mifflin & Co.

Sleep, Baby, Sleep, from the German; Whittier's Child Life, 7.

The Land of Story Books, Stevenson; Child Life 3, 36.

The Child's World, W. B. Rands; Child Life 3, 21.

The Dove, Keats; Graded Literature 3, 198.

Home, Sweet Home, Payne; Bryant's Library of Poetry and Song; J. B. Ford & Co.—*Intelligence*.

THE SEASON-FAIRIES

BY CONSTANCE MACKAY, ST. PAUL, MINN.

In nooks and dells, hidden away in the heart of the woods, live elves who are called the Season-fairies. They are so small that mortals rarely see them. Why, a holly berry seems to them a large rosy-cheeked apple.

Half the beauty of the world is due to the work of these tiny beings. They are divided into four bands: The Spring, Summer, Autumn and Winter fairies.

The Winter-fairies work by starlight, shaping airy forms of frost work on the trees and hanging icicles from the branches. They mould scenes on the windows of houses, and in the morning sunlight the panes glitter with waterfalls, trees, and flowers.

When Winter is over, the Spring-fairies arrive. Their duty is to take care of the seeds planted in the warm earth. They pull open the brown buds on the trees, and the young green leaves come peeping forth. Some sit on the edge of birds' nests to see that the young ones do not fall out while the father and mother birds are away. Others tickle the frogs under their fat white throats till the air is full of croaking laughter.

When the Summer-fairies come they tear away the coverings of the cocoon, and by and by the butterflies are seen flitting to and fro in the sunlight. At dusk these little elves strew dewdrops over the flowers, and send a whiff of perfume on every breeze. During the night fairy lace is spun on the grass—so delicate that the rays of the sun melt it early in the morning.

When the Summer-fairies leave their place is taken by the Autumn-fairies. These elves paint the leaves with a thousand colors. The fields are set aflame with goldenrod and purple asters, while the sumac bushes wave their yellow and scarlet banners by the roadside. The air is full of floating thistle-down, that the fairies with their cheeks puffed out blow hither and thither.

But the days pass, asters and goldenrod disappear; the leaves fall; their gay paint rubs off; and the earth becomes so bare and brown that people are glad to welcome back the Winter-fairies and the snow.

In the middle of last Summer (when the moon was full) all these fairies gave a ball. It was a grand affair, and set the

court ladies in a flutter. The butterflies who carried the invitations declared that nothing was talked of but the costumes and gems.

The ballroom was a piece of level ground, carpeted with moss. It lay at the foot of an oak tree, and bordered a small pool of water, which was of course a lake to the fairies.

When the first moonbeams slanted through the trees, the fairy procession reached the spot.

First came the trumpeters blowing on trumpet-flowers, followed by elves ringing bluebells till the air was full of silvery chiming. Then came the fairy queen, in robes of white mist, jeweled with star dust. Her pages wore purple velvet suits made of pansy petals. Behind the queen followed all the season-fairies and such a murmuring of voices and tinkling of fairy laughter as there was!

As soon as the queen had mounted her throne, the orchestra of crickets sent forth a strain of music, and then the dancing began.

Across the miniature lake were stretched long gossamer threads and on these were hung little wild flowers. In the heart of each flower was placed a glittering firefly, and these "Chinese lanterns" shed a soft tinted light which was reflected in the water below.

On the ground were glow worms, shining like yellow lamps, making the ballroom light. "What a charming night!" said one fairy, smoothing her rose petal gown. "There is nothing to mar the perfection." Her escort, a knight of renown, agreed with her. "Nothing could penetrate into this wood," said he, "unless perhaps, a stray caterpillar or spider."

"Spiders!" cried the court lady with a little shriek. "Oh, do not be afraid!" said the knight, placing his hand on his sword grass weapon, "I have killed hundreds of them, I will protect you."

Then he offered the court lady his arm, and they passed into the supper room at the other side of the tree. Here rows of mushrooms were placed as tables, and fairies sat at them eating dew and honey. There was a clicking of acorn cups as they were filled with daffodil wine and nectar.

Some adventurous fairies were on the lake in lady slipper boats, and lily-leaf

barges; but most of them preferred to dance away the hours.

So the night wore on, the fairies moving hither and thither like a living rainbow. At length, from some distant tree-top came the note of a bird greeting the dawn, and at that note there was a scurry of feet and a flutter of wings. When the sun arose there was nothing in the ball room save some mushrooms, broken acorn cups, and withered flowers. The fairies had disappeared. —*School Education.*

THE ZONES

THE division of the earth into arbitrary or so-called *astronomical* zones is a matter of very little importance. Outside of the polar climate different conditions affecting climate are so numerous and varied that the markings for the climatic zones do not agree with those for the astronomical zones.

THE ZONES

A zone is one of the five divisions of the surface of the earth. Zones take their names from the prevailing climate and are distinguished as follows:

The Torrid Zone, extending on each side of the equator nearly $23\frac{1}{2}^{\circ}$ (the inclination of the ecliptic) so that the sun is in the zenith at noon in one part of it or another throughout the whole year.

The Temperate Zones, included between the parallels $23\frac{1}{2}^{\circ}$ and $66\frac{1}{2}^{\circ}$ on both sides of the equator, so that the sun is always south of the zenith at noon in the north temperate zone and north of it in the south temperate, but rises and sets daily in each throughout the year.

The Frigid Zones are within the parallels $66\frac{1}{2}^{\circ}$ and the poles.

BOUNDARIES, ETC.

(a) The Torrid Zone (Latin, *torridus*, hot,) is bounded by the Tropics of Cancer and Capricorn, and is therefore nearly 47° wide. It comprises about 40 per cent. of the surface of the earth.

(b) The Temperate Zones lie between the Tropics and the Polar Circles and are each therefore a little more than 43° wide. Each comprises about 26 per cent. of the surface of the earth.

(c) The Frigid Zones (Latin, *frigidus*, cold) lie within the Polar Circles, and have

a radius of nearly $23\frac{1}{2}^{\circ}$. Each comprises about 4 per cent. of the surface of the earth.

CHARACTERISTICS OF THE ZONES

(a) *Torrid Zone*.—Scorching heat; sun vertical over every place twice a year; days and nights differ very little; vegetation is luxuriant; great variety of animal life comprising many of the largest animals in the world; inhabitants, dark-skinned and backward in civilization.

(b) *Temperate Zones*.—A milder or temperate climate; the sun is never vertical over any part; days and nights are more unequal; the four seasons are more definitely marked. Vegetation less rich and luxuriant than in the Torrid Zone, but here the most useful grains and woods flourish; most common animals are domesticated; fur-bearing animals are found; inhabitants, white, leaders of civilization.

(c) *Frigid Zones*.—Extremely cold; long, intensely cold winter, the sun being never seen for several weeks; short, hot summer, the sun never setting for several weeks; the vegetation is stunted and scanty; animals chiefly fur-bearing; inhabitants, hardy races of fishers and hunters.
—*Canadian Teacher*.

"DISEASES AND SPECIFICS"

A young teacher fairly overwhelmed me with her difficulties which may be guessed at by one or two sample questions: "How do you prevent whispering? How shall I punish a boy who continually annoys me and who is habitually idle?" It is a difficult thing for young teachers to see that these are not diseases for which specific remedies may be prescribed. I know in Mr. Straightman's "School Management" it is all set down, and that I ought to be able to tell you just what to do according to Straightman; but I may also tell you confidentially that, in all my experience as a teacher, no work on school management ever seemed to fit my pupils and my conditions.

Now, my dear girl, I cannot answer your questions. I am not sure that I want to make whispering, in itself, a punishable offense. There is only one cock-sure method of curing all school diseases and preventing a repetition of school offenses; that is, to follow the Chinese rule and kill for all offenses great or small! A little

whispering is not a dangerous thing, nor would you think it any offense if a recitation became so intensely interesting that some one let off a little pent-up enthusiasm in a whisper to his fellow. So with "idleness," general "cussedness," and the score of names of things that one uses less as he grows older.

Your conditions are not right. To be able to create the proper school atmosphere without constantly sprinkling disinfectants in way of rules and punishments is what makes the difference between teachers. The unlooked look, the unspoken speech, these are the real forces in school in school government. You must get the pupil to do for himself, willingly, anxiously. All forced compliance with your wishes is but a temporary make-shift. And thus it comes that a teacher must know so much, must be fertile in ways of doing, so tactful, and so inventive that she gets the pupils' interest. That is a poor teacher who never has any sane moments—any periods in which she rouses interest; and if she would study how little at such times questions of discipline interest her, she would lend her energies toward making a school so good and so interesting that these little breaches of discipline would seem insignificant.

Make a correct diagnosis of the disease before you attempt any prescriptions.—*An Old Teacher in "Western Teacher."*

BEYOND THE DEEP

Beyond the deep God grant us sleep,
And everlasting peace,
God grant us rest among the blest,
And from all ills surcease.

Beyond the night God grant us light,
And happiness supreme
Without a care in castles fair
By some celestial stream.

Beyond the flood where vapors brood
God grant we reach the shore
Of glorious skies in Paradise,
And joys forevermore.

Our labors done at set of sun
Let twilight's shadows come,
While from afar the evening star
Shines sweet as we go home.
—*Thomas A. Walsh, in February Donahoe's.*

CHILD STUDY

PARENTAL SCHOOLS

BY T. H. MACQUEARY, SUPERINTENDENT OF PARENTAL SCHOOLS, CHICAGO

THE FAMILY

IN accordance with Superintendent Bodine's report it has wisely been decided to organize the school on the "cottage plan." This is the plan adopted in the best eastern schools, and others—older schools—are gradually coming to it. "The essence of the cottage system," as Mr. Chapin, of the Lyman school, says, "is the dividing of the boys into small groups, in which close personal contact of master and pupil is possible. It is, in a word, the 'individualization' of the boy." First-class double cottages (eight in number) will be erected, each with a capacity for sixty boys or thirty to a family, and each having an open dormitory, a dining room and small kitchen for special purposes, a parlor, two sitting rooms (one for officers and one for the boys) and all modern conveniences. It is specially important that each family have its separate dining room. The common dining room is inconsistent with the family plan. On the other hand, while each cottage should have a small kitchen for special purposes, there should be, for the sake of economy, a common kitchen, from which the food may be conveyed to each cottage.

COURSES OF STUDY

As the object of the Parental School is to reform the truant habit and return the pupils to the regular schools, it seems necessary to conform more or less closely to the course of study used in the public schools. But I am convinced that the curriculum of the Parental School should differ considerably from that of the public schools. One cause of truancy is that the teaching of the public schools, owing either to its nature or its methods of presentation, fails to appeal to and interest the children. It is important, no doubt, to "teach the children to think," but it is even more important to teach truants to feel and act. In order to do this there must be less bookishness in their instruction and more of learning by applications. Their intellect must be aroused, their vagrant instinct arrested and held by an indirect appeal—i. e., through their physical activities. In short, manual

and moral training is of primary importance in the Parental School. The pupils must be forced to appreciate intellectual training by learning its value and necessity from occupations in the shop and out-of-doors that interest them.

MORAL AND RELIGIOUS TRAINING

Moral instruction must be given indirectly, by example rather than by precept. No boy likes to be preached to, and even some men and women do not enjoy sermons. Lessons in duty must be taught incidentally—must grow naturally out of the general work of the school. The character of the teachers and officers is the chief thing here. All of us know how the character of a noble teacher has influenced our lives. It was perhaps the chief formative influence. None but the noblest spirits should be placed over the boys and girls in a Parental School. In fact, truancy is often due to teachers' defects. A teacher may be well qualified, academically, for his or her work and may be a fair success in an ordinary school, but he or she may fail utterly in a Parental School simply because he or she lacks the proper spirit—that indefinable knack of "holding" the pupils.

DISCIPLINE

Firmness and kindness are the chief essentials to the effective management of children in the family or in the school, and a strong personality is far more powerful than high ways or prison bars or "paddles." By the way, no wall—plank or stone—should be put around the school grounds to keep the children from running away. The Parental School is to be a school, not a prison. The proper way to stop running away is to let the boys run away, recapture them and punish them for it. This is conclusively proved in the eastern schools. Hence a good paling fence around the grounds is all that is necessary to keep out intruders, and the officers in charge of the boys must "hold on" to them. If they escape, in spite of all efforts to hold them, they must be recaptured and disciplined. It is easily possible to create a public sentiment among the pupils against running

away which will effectually reinforce the efforts and admonitions of the teachers and officers. There are escapes every year in all the schools visited, but every superintendent, with possibly one exception, condemned the idea of penning the boys in by a high wall. However, a large number of boys should not be committed to the school on its opening. If so, it might be necessary for the management to take a vacation for a few days! But begin with a small number and in a short time good discipline will be secured and others will be "assimilated" quite easily upon arrival.

TERM OF COMMITMENT

Now, in order to attain the best results, and realize the object of the school it is necessary that the pupils be kept at school a sufficient length of time to form habits of study and good conduct. It is the constant complaint of superintendents both of parental and reform schools, that the boys are not retained long enough to secure the desired results. "If it be economy," says Mr. Day of the Boston Parental School, "to send a boy here at all, it is certainly econ-

omy to keep him here long enough to admit of the possibilities at least of the good he gets becoming permanent. Money expended for the very short terms is usually wasted." Unfortunately, the boys in a parental school come from an unfavorable environment and if they remain in the school only a few weeks and then return to their old surroundings, it must be expected that they will relapse and their last state may be even worse than the first. It is, therefore, earnestly hoped that the Illinois law on this point will be liberally interpreted and applied. It reads: "No child shall be released upon parole in less than four weeks from the time of his or her commitment, nor thereafter until the superintendent of such parental or truant school shall have become satisfied from the conduct of such child that, if paroled, he or she will attend regularly the public or private school to which he or she may be sent." At any rate, it should be borne in mind that what is worth doing at all is worth doing thoroughly, and money expended to keep truants in a parental school for a few weeks is simply money wasted.



Battlefield of Gettysburg. From "Stepping Stones to Literature," a Reader for Seventh Grades. Copyright, 1898, by Silver, Burdett & Company.

SCHOOL BOARDS

SUPERINTENDENT MAXWELL'S REPORT

THE annual report of City Superintendent Maxwell was presented to the board of education at its last meeting. The following are the chief recommendations made by Mr. Maxwell:

1. All children under six years of age should be excluded from the grades, and those whose parents desire them to attend public schools should be organized in kindergarten classes, in the public school buildings when possible, in rented buildings when necessary.

2. The course of study in Manhattan and the Bronx should be extended to eight years.

3. The methods of teaching the language arts and form study and drawing in Manhattan and the Bronx and in Richmond should be reformed.

4. A more liberal use of text-books is desirable.

5. A larger number of special teachers of manual training and of physical culture is needed in Manhattan and the Bronx, and also in Richmond.

6. The courses of study in the several boroughs should be harmonized.

7. Greater attention should be given to commercial subjects and to the mechanic arts in our high school system.

8. Trade schools to take the place of the last two years of work in the elementary schools should be established in tenement-house neighborhoods.

9. A uniform test of graduation from all the high schools in the city should be established.

10. The course of study in the Brooklyn Training School for Teachers should be extended immediately to a year and a half, and afterward to two years.

11. The board of education should employ physicians under its own direction to inspect the sanitary condition of schools, to inquire into the health of pupils, to certify to the condition of teachers who are absent on sick leave, to examine the physical condition of teachers who apply for retirement on pension on the ground of physical disability, and to conduct the physical part of the examinations for teachers' licenses.

12. Classes for defective children should be established at centers in different parts of the city.

13. Branches of the public libraries should be established in schools in central locations.

14. Individual teaching, along with class teaching, and as a supplement to it, should be encouraged in all grades, and departmental teaching should be established in the last two years of the elementary course, to the ends that each pupil may receive the help he specially needs, and that each teacher may have an opportunity of doing that work which he can do best.

15. A complete reference and pedagogical library, open to all the teachers in the city, should be established in the hall of the board of education.

As to the Davis law, the superintendent says:

"No measure regarding teachers' salaries, so sweeping and so liberal in its provisions, was ever before passed by any legislature. Not unnaturally, therefore, it may be inferred that there must have been something extraordinary in the local conditions to call for the enactment of this statute by the legislature and the governor—in spite of the veto of the mayor and the strenuous opposition of the comptroller, and in opposition to the majority of the members of the school boards of Manhattan and the Bronx and of Brooklyn. Such, indeed, was the case. Stated briefly, the most obvious reasons why the teachers had the support of the press and the public and the sympathy and coöperation of the governor was that the board of estimate and apportionment had failed to provide the funds necessary to carry into full effect a comparatively mild measure regarding teachers' salaries which the legislature had passed in 1899."

No man is born into the world whose work
Is not born with him; there is always work
And tools to work withal for those who will;
And blessed are the horny hands of toil!
The busy world shoves angrily aside
The man who stands with arms akimbo set
Until occasion tells him what to do;
And he who waits to have his task marked out
Shall die and leave his errand unfulfilled.

—Lowell.

EDITORIALS

THE Manual of Patriotism issued by State Superintendent Skinner has met with a most enthusiastic reception not only from school men but the general public as well. It was a happy thought and as well carried out as it was felicitously conceived.

* * *

THE New York City school authorities are said to be looking with a favorable eye toward William McAndrew of Brooklyn for the principalship of the proposed Commercial High School in Manhattan. They could look far and not fare so well. Mr. McAndrew's business experience, coupled with a rare inborn bent for system and business methods, and an acknowledged culture and ripe educational experience, make him preëminently a proper man for such a place.

* * *

It was at the New England dinner in New York City. The guests were departing. Mr. St. Clair McKelway, who wanted unification when it looked as though it was going his way, and could not dream of it when later possibly some other interests might be respected, accosted his erstwhile opponent and *bete noir*, Deputy State Superintendent D. E. Ainsworth, as follows: "Hello, Ainsworth, do you remember Grant's Second Inaugural?"

Ainsworth: "Not especially, why?"

McKelway: "You remember he said: 'Let us have peace.'"

Ainsworth: "Yes, but if I remember right he did not say that until he had the other fellows thoroughly licked."

"I was always a great admirer of Grant," continued the Deputy State Superintendent, with a knowing wink.

* * *

GOVERNOR ODELL in his inaugural message recommended the consolidation of a number of State departments as in the line of economy and efficiency. In his manly and effective discussion of his attitude on this question and on the tax bills at Syracuse in early February, he pointed out how consolidation and concentration is the trend in all efficient enterprises, and very pertinently inquired why such policy was not wise and economical for the State. We have admired Governor Odell's logic and course on both these questions; but are at a loss to recon-

cile his position in favor of concentration and consolidation, and the legislation he has effected looking thereto, with his inaugural protest that any one seeking to bring up the question of the consolidation of the two great State school departments is no friend of education, and is likely to stir up scandal.

Is it not up to the Governor to explain the distinction between the difference?

* * *

It is seldom we go out of our way to commend any book editorially. The last occasion on which we did this we believe was when we quoted from Professor James' "Talk to Teachers." We must, however, deviate from this practice and bestow a word of praise on Book No. 2 of the Silver Song Series for supplementary use, by Miss Marcella Reilly, Director of Music in the Cook County Normal School, Chicago, Ill., and Miss Fannie Arnold, Supervisor of Music in Omaha, Nebraska. The book comprises study and recreation songs for one and two voices, for the second and third grades in schools. The collection is complete in itself, and while designed to be supplementary, may really be used independently of any series. It includes a number of selections by the best composers of suitable character and language for the lower primary grades. Principals and teachers are aware that one of their greatest difficulties is to get rote songs for these grades that will be childish in nature, sensible in thought, and of such standard merit as to make their singing conduce to the child's musical progress through the practice thereon. Such a demand this book meets.

* * *

"LIKE" AGAIN

Editor NEW YORK EDUCATION:

Dear Sir:—In reference to sentences like the following, "She sings like an angel," "He runs like a deer," "The Assyrian came down like a wolf on the fold," you quote from the *Educational News* as follows, in the NEW YORK EDUCATION for January:

"When like is used to compare actions, it is a conjunctive adverb, connecting two sentences, and is followed by the nominative form."

From *School Education* you quote as follows:

"In each of the above instances like is simply an adverb of manner modified by an adverbial objective."

Why not cut the knot of difficulty at once and simplify the whole situation, by taking Swinton's position, which has been followed by others, and call "like" in such sentences a preposition followed by a noun or pronoun in the objective case, forming a prepositional adverbial phrase modifying the preceding verb? For certainly in each of the above sentences, the verb is modified by the adverbial phrases of manner "like an angel," "like a deer," and "like a wolf."

COM'R JAMES S. COOLEY.

Glen Cove, N. Y., Feb. 12, 1901.

* * *

MEN AND THEIR CHILDREN

THE following article from William J. Bryan's new paper *The Commoner*, will be read with interest as evidence of the attitude of all broad, earnest, sincere men toward their children. These are examples of men in public position. The number of similar cases in the great ranks of middle life is indeed very large, but nowhere near what it should be. Surely with such examples fathers should never have hesitancy nor lack the spirit to take equal interest, pride, pleasure and profit in their offspring.

"The new district attorney for the city of New York, in an interview with a newspaper reporter, said of children:

"When I am not working, there's nothing I'd rather do than spend the time with them, entering into their thoughts and watching the development of their minds. Children are wonderful beings!"

Commenting upon this, the *New York World* adds:

"The Czar of all the Russias has made it a point to spend three hours a day with his children. Thomas Jefferson's happiest hours were spent in working and playing with his children and grandchildren. Charles Dickens found his best recreation in the same way. Abraham Lincoln soothed the anxieties of war days by romping with his boys in the White House. And New England's grand old man, Edward Everett Hale, has kept young in spite of a long life of hard public labor by cultivating the society of his children and their children. Wherever, indeed, you find a truly wise father you will discover him taking and giv-

ing benefits in loving, studying and appreciating his children."

"Keeping close to the children is not only a fatherly duty but it is a valuable privilege to the busy man. Not all of the responsibility for the rearing of the little ones rests upon the mother, although it is true the burden is usually shifted to her shoulders. But the father can at least set a good example to his little ones and when seeking rest from the cares of his business, he can aid in their training, and at the same time obtain profitable relaxation for himself.

"The man who, seeing so much insincerity in the world, has become a pessimist, will be brought back to his moorings by cultivating the society of little children. There he will find sincerity; there he will find friendship; there he will find truth. And it is not too much to say that no man is so well educated that he cannot learn from little children something that will improve his mind; no man is so good that he cannot obtain from little children something that will make him better. The good father should be a companion to his children, not only in order that he may assist in their training, but also that he himself may be benefited by the association."

* * *

A HIGH COMPLIMENT

At the regular meeting of the New York Educational Council held in New York on Saturday, February 16th, the following resolutions were unanimously authorized:

"The members of this Council learn with pleasure that Hon. Charles R. Skinner, present State Superintendent of Public Instruction for New York, has for the third time been elected to that exalted and responsible office.

During the years in which Mr. Skinner has been connected with the Department of Public Instruction, both as Deputy Superintendent and as Superintendent, the educational interests of the State have been marvelously advanced. The qualifications of teachers have been raised, and a professional spirit has been infused into the entire teaching force of the State.

The Commissioners' uniform course of study has systematized the work of the common schools, and a higher standard of Training Class work has been supplied these schools with better teachers.

Better buildings with better equipment and better means of heating, lighting and ventilating, have sprung up all over the Empire State.

A wise compulsory attendance law judiciously enforced has brought these educational advantages to the attention of the most indifferent and most careless.

Uniform requirements for admission to the Normal Schools, together with more rational courses of study and more progressive instructors have influenced for good every grade of schools in the State.

During all these years Mr. Skinner has performed the duties of his office wisely, faithfully, judiciously and well.

His devotion to duty, his integrity of character, the purity of his motives, his sublime faith in the educational possibilities of the State have gained for him the high regard and esteem of every citizen of the

State, and have attracted the attention of educators from all over the Union.

The members of this Council esteem it a pleasure and an honor to express their appreciation of Mr. Skinner's work and worth, and to unite in extending congratulations and best wishes for his continued prosperity and usefulness.

W. M. SWINGLE, *Secretary.*

S. R. SHEAR, *President."*

This is as high and strong an educational commendation as one can receive. The New York Educational Council is not a club of good fellows, a petty organization trying to give itself prominence, nor yet a band of self-seekers, but one of the largest organizations in the metropolis and one that is entirely composed of the most scholarly and progressive of the local superintendents, high school principals and teachers in New York and vicinity.

IN THE SCHOOLS OF THE STATE

TEACHERS' INSTITUTES

SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
April 1	Ontario.....	1-2	Canandaigua....	Sanford.....	Miss Rice.....	Miss Collier.....
" 1	Seneca.....		Waterloo.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 1	Yates.....		Penn Yan.....	Williams.....	Miss Rice.....	Miss Collier.....
" 1	Schuyler.....		Watkins.....	Smith.....	Miss Rice.....	
" 1	Oneida.....	1	Whitesboro.....	Hull.....		
" 8	Tioga.....		Owego.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 8	Cortland.....	1-2	Homer.....	Shaver.....	Miss Rice.....	
" 8	Rockland.....		Haverstraw.....	Williams.....	Miss Rice.....	Miss Collier.....
" 8	Columbia.....	2	Chatham.....	Smith.....		Miss Collier.....
" 15	S. Lawrence.....	1	Gouverneur.....	Sanford.....	Miss Rice.....	
" 15	Jefferson.....	2	Antwerp.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 15	Oneida.....	2	Clinton.....	Williams.....		Miss Collier.....
" 22	Herkimer.....	1	Dolgeville.....	Hull.....	Miss Rice.....	Miss Collier.....
" 22	Jefferson.....	3	Dexter.....	Sanford.....		Miss Collier.....
" 22	Orange.....	2	Warwick.....	Shaver.....	Miss Rice.....	
" 22	Orange.....	1	Cornwall-on Hud	Williams.....	Miss Rice.....	Miss Collier.....
" 22	Jefferson.....	1	Adams.....	Smith.....		Miss Collier.....
" 22	Sullivan.....	1 2	Liberty.....	Hull.....	Miss Rice.....	

AT LARGE

The State Department of Public Instruction has issued a hand-book that is a model in its completeness, conciseness and arrangement. The preparation of the same has been the work of Thomas E. Finegan, of the examination department. In commenting upon the book, the *Buffalo News* says: "If the State Superintendent of Public Instruction, Hon. Charles R. Skinner, and the State Supervisor of Examinations, Mr. Thomas E. Finegan, could institute in the schools of the State a system of conciseness and careful selection in information such as they have followed in getting out the annual 'hand-book'

of the State Department of Public Instruction, the schools of New York would take a long step forward in the direction of fitting the youth of the land for the demands of modern business. The hand-book for 1901 is one of the most condensed and valuable of the books of statistics published by any of the State departments at Albany in that it is at once a very complete compendium of general information regarding the schools and the educational interests of the State, and also presents in vest pocket form the basic facts regarding the political representation and organization in all the principal divisions of the State. It is a credit to the department and its compiler."—Prof. Nicholas Murray Butler has given

out the particulars for the conduct of entrance examinations for colleges of the Middle States and Maryland, which are hereafter to be uniform. The schedule of examinations extends from June 17 to June 22 inclusive, and candidates must file their application on a blank form provided



DANFORTH E. AINSWORTH

for the purpose, accompanied by a fee of \$5. The forms may be secured from the College Entrance Examination Board, sub-station No. 84, this city, with whom they should be filed when filled out. Every college and scientific school in the Middle States and Maryland, whether for men, for women, or for both men and women, accepts the examinations of the board as a satisfactory equivalent for its own separate admission examinations upon the same subjects. A large number of colleges and scientific schools in New England, in the west and in the south, have announced their intention of pursuing the same policy. Inquiries concerning any particular institution should be addressed to the secretary of the College Entrance Examination Board. Since the last announcement of the association, three more institutions have joined its ranks—Lehigh University, the Western University of Pennsylvania, and Washington and Jefferson College. All three institutions have this year attained that numerical strength requisite to eligibility, a freshman class of fifty students. All the faculties of the New England colleges and universities are now considering the expediency of accepting the certificate of the association as the equivalent of their own entrance requirements; this step has already been taken, not counting the educational institutions of the Middle States and Maryland, by Amherst College, the Massachusetts Institute of Technology, Western Reserve University, Columbian University, Bates College, Trinity College, Smith College, the University of Illinois, Williams College, Brown University, Dartmouth College, Mt. Holyoke College, and Wellesley College.—Deputy Superintendent Danforth E. Ainsworth has given much satisfaction to the teachers by his address, "The United States as

a World Power." Of his address before the Binghamton Institute, a newspaper in that city says: "Mr. Ainsworth is a brilliant speaker and an optimist, and the address was instructive, not only to the teacher but also to the whole community."—According to the report of Superintendent Skinner there has been a decrease of 217 in the number of male teachers in this State, while the number of female teachers has increased 1,073.—In his recent report, Superintendent Maxwell, of the city schools, pays the following high tribute to the efficiency of President Miles O'Brien: "Not the least of the benefits accruing from the enactment of the Davis law has been the elimination of those feelings of rancor in the minds of the teachers which failure to obtain the benefits of former salary schedules prepared by the school boards had generated. The teachers of this city, I am confident, are now more than ever determined to give full measure of service to the city in return for their salaries. To no man are we more indebted for this era of good feeling than to Mr. Miles M. O'Brien, president of the board of education. His services and those of his colleagues in putting the Davis law into execution were of very great value to the system. His energetic work in favor of establishing kindergarten classes, a high school of commerce and school libraries and in organizing the new financial department of the board, make his administration of great value to the city. For myself, I must tender to President O'Brien and his colleagues, my sincere thanks for the support I have received and the enlarged opportunities for service I have enjoyed since his election."—Cornell University has secured the large enrollment of 2,458 upon its register.

It has been deemed advisable to cease publishing the *School Bulletin*, the organ of the State Teachers' association.

COUNTIES

Albany.—The annual report of Supt. J. E. Massee, of the Watervliet schools, indicates a



J. EDMAN MASSEE

condition of progress that is commendatory. His January monthly report shows a registration of 1,401.—A recent issue of the *Albany Argus* con-

tains a well-prepared article concerning the city training school, and its benefit to the educational work of the city.—Several colored citizens of Albany and Troy have sent to the cities committee of the legislature a protest against the proposed amendment to the charter of Greater New York, which provides for separate colored schools.—There are three hundred and nine teachers employed in the Albany schools. Of the number, two hundred and eighty-three are women and twenty-six are men, according to Superintendent Cole's recent report. He also reports that it has cost the city of Albany but \$4.123 for the training of 405 graduates of the city training school, since its establishment, or \$10.17 for each person graduated. Of the teachers now engaged in the schools, one hundred and sixty-one are graduates of this school.—There is a healthy spirit of interest in literary work manifested among the pupils of the high school, as shown by the programs of the different societies. Some recent public exercises of these societies reflect much credit upon Dr. Robinson's work for the young people under his charge, and upon his able corps of associates.—Miss Mary E. Grey, of the Albany schools, has sent in her resignation, to take effect the first of next month. Miss Grey was appointed to a position in these schools in 1855, having therefore taught continuously for forty-six years. She has witnessed remarkable progress in the work of these schools during the term of her labor.—Miss Clara I. Bogert, of school No. 4, Albany, has resigned her position, to take effect this month.—Nearly thirty members of the alumni of Colgate University residing at Albany and vicinity, sat down to the recent banquet at the Ten Eyck hotel.—Covers were laid for about 75 members of the Psi Upsilon at the Ten Eyck recently. Lieut.-Governor Timothy L. Woodruff was toast-master.—Washington's birthday anniversary was celebrated in fitting manner at the public schools, and by the Christian Brothers.—Mrs. H. A. Davidson recently lectured at Graduates hall, on "Literary Study for Busy People." It was a very interesting and well-prepared address.—Leopold Minkin, Albany high school, class of '97, won the individual prize in the Allison-Foote debating contest at Union College recently.—Prin. O. D. Robinson, of the Albany High School, is a veteran of the Civil War. To this fact is due the patriotic spirit manifest in his school, which is highly commendable.

Allegany.—Allegany has never been behind in educational work. Its teachers are wide-awake, and eager to know more of their work. The program of their February meeting is given in evidence: Methods in Percentage, A. C. Gillette, Andover; Class Exercise in Geography, Miss Mav J. Whitnev, Cuba; Nature Study as Adapted to Common Schools, F. S. Place, Alfred; Order and Neatness in the School Room—(a) On the Part of the Teacher, (b) On the Part of the Pupils, Miss Ella I. Crandall, Bolivar; Practical Elementary Science for Rural Schools, Prof. Edward S. Babcock, Alfred; Address, Hon. Charles R. Skinner, Superintendent of Public Instruction; Practical Results in Teaching, W. W. Miller, Friendship; New Regulations of Uniform Examinations, Commissioner O. M. Burdick; Address,

"Economy of Time and Strength," Prof. M. T. Dana, Fredonia Normal; Tenure of Office, C. H. Munson, Belmont; School Libraries, Use and Abuse, Leon Grady, Wellsville; Practical Measurements, I. M. Wright, Scio.

Broome.—Mayor DeWitt has appointed W. W. Farley as a commissioner of education at Binghamton.—Charles M. Stone has been chosen president of the Binghamton school board. The board have passed resolutions to refuse entrance to any child who has not been vaccinated.—Supt. D. L. Bardwell, of the Binghamton schools, recently lectured before the pedagogical department of Cornell University, upon the advisability of dividing the present school course into six years of primary and six years of academic work.—The meeting of the Western Broome County Teachers' association was attended by about fifty teachers. The program was well carried out. A lecture by Prof. J. Edward Banta, of the Binghamton High school, upon the "Origin of Language," was a special feature of the occasion.—Prof. S. T. Dutton, of Columbia University, recently lectured before the Binghamton teachers upon the subject, "The School and the Community."—Union made an effort to have a State Normal School located in that village in place of the one recently burned at Fredonia. But, of course, this was done without a complete under-



SUPT. D. L. BARDWELL

standing that the law required insurance money paid upon a burned Normal School building shall be used for building the same within the town where it burned. Union, however, can content herself with the knowledge that she has the largest training class in the history of Broome county.—Prin. J. H. Bensley, of the Killoway school, has been seriously ill, and his school was closed in consequence.—The following teachers have been added to the Binghamton schools: Mabel J. Fuller in the High school, Florence Cafferty in the Pine Street school, and Florence Butler in Jarvis Street school.

Cayuga.—Miss Nannie Lockwood, of the Port Byron school, has been promoted to the position of assistant preceptress. Miss Myra Coultier has been elected to the position made vacant by Miss Lockwood's promotion.—The faculty of the Weedsport High School are given credit for the progress of that institution, which is considered one of the best schools of its class in the State.—Auburn people pay very high tribute to the efficiency of Supt. B. B. Snow's work for the schools of that city. His resignation, which goes into effect at the end of this school year, is deeply regretted.

Cattaraugus.—Friday and Saturday, March 1st and 2nd, the teachers of the third commissioner's district of Cattaraugus county met in council at Little Valley. Prof. I. P. Bishop, of the Buffalo State Normal School, added much to the profitable occasion by his lecture upon "The Land of the Midnight Sun."—Salamanca boasts of some excellent schools and school privileges. Prin. T. S. Bell, of the High School, is a man of ability in his work, and is supported by a strong teaching force.—Com'r S. R. Peavy, who is serving his first term in the second district, is gaining considerable recognition for the ability and earnestness with which he conducts the affairs of his office.

Chautauqua.—In a recent issue of his home paper, Prin. S. F. Moran, of the Sinclairville school, has a well-written article upon the subject of "Pedagogy of the Present and Future." Mr. Moran is a strong factor in the educational work of the county, and an independent thinker along educational lines.—At a recent meeting of the Jamestown teachers, the following program was taken up: Normal and Training Schools and Training Classes, Miss Anna B. Willoughby; The Licensing of Teachers, Miss Margaret L. Mahoney; Educational Unification, Miss Ellen M. Fairbank; Some Methods of School Administration in Large Cities, Miss Nellie C. Dyer; The Pensioning of Teachers, Miss Gertrude P. Clark; Should a Permanent Tenure of Office for Teachers be Established by Law—Affirmative, Miss Ruth C. Tousley, Mr. Frank W. Cheney. Negative, Miss S. Gertrude Harrington, Mr. George F. Hale.—Dr. John Henry Barrows, president of Oberlin College, recently addressed the teachers of Jamestown.—The largest enrollment in the history of the Brocton school has been secured this winter. There are some fifty foreign pupils, and much interest in the work of the school-room is shown. Prin. P. E. Marshall is at the head of this institution. He is thoroughly imbued with the professional spirit, and is a school man of recognized ability.—There is a snap and vigor about Prin. S. S. Travis' work at Sherman that is noticeable. Sherman is a town much interested in educational matters. The combination produces a successful school.—Mary A. Fagan, for several years a teacher and principal of the Fredonia Union School, has been compelled to give up her work on account of ill-health. She is succeeded as principal by Mrs. Autis Lewis.—Gertrude P. Clark, of the Jamestown schools, recently read a paper before the Jamestown teachers' meeting that so clearly stated the case of "Pensioning" that the teachers

have had the same published.—Among the alumni of the Fredonia school, none have achieved such marked success in the financial world as James H. McGraw, the noted publisher of New York City. He was among the first to respond to the call for help to those who lost their effects in the Normal School fire, showing his loyalty to the institution.—The Warren schools, of which W. L. McGowan, a Fredonia Normal School graduate, is superintendent, are making a great deal of the subject of manual training in all its departments. It has some twenty-five thousand dollars' worth of specimens in the school museum, including those used in the study of scientific subjects, nature study and domestic science. There is also a large collection of curios, etc. Some five hundred girls are taking the course in dress-making and sewing, which is a six-years' course.—The debating club of the Jamestown school defeated the Lockport club recently. The debate occurred in the series of the inter-scholastic league.—The school principals of the third commissioner's district of Chautauqua county have a strong association, and meet frequently. At their recent meeting, at Jamestown, Dr. E. W. Lytle, of the Regents' Department, addressed them.—Washington's birthday was celebrated in the Jamestown High School by a colonial reception, at which some of the scenes of frontier days were enacted.—The graduating class of the Fredonia Normal School will don the cap and gown at commencement week as a sign of mourning for their schoolmates burned up in the recent fire. The suggestion came from Deputy Superintendent D. E. Ainsworth.

Chemung.—The schools of Elmira, without an exception, are reported in the best of condition, and there are most encouraging signs of future progress and development. Superintendent Walker has entered upon his work with spirit, and shows sound judgment in the administration of the duties of his office.—Miss Alice Aldrich, instructor in drawing in the Elmira schools, has resigned. Her work has been especially efficient and progressive.

Chenango.—A meeting of the Chenango County Principals' association was held in the High School building, Norwich, recently. The following program had been arranged: Home Study by Grade Pupils—Discussion, Prins. H. W. Rutts and J. D. Lester; Reports from Assistant Teachers Which Will be of Assistance to the Principal in His Supervision—Discussion, Prins. Charles R. Loomis and Robert K. Toaz; Competition Between High Schools and Normal Schools. How to be Prevented—Discussion, Prins. Charles S. Gibson and John W. Lombard; The Regents' Courses in Science—Discussion, Prins. B. C. Van Ingen and A. R. Mason; Uniform Courses in High Schools—Discussion, Prins. F. W. Crumb and W. T. Hutchins.

Clinton.—Prof. Jasper Robertson, of the Plattsburgh High School, recently read an able paper before the Plattsburgh Institute, upon "Woman's Suffrage."—There are 43 teachers in the Plattsburgh schools, instead of 19, as we recently stated.—Regarding Supt. Frederick H. Davis, of the Plattsburgh schools, a well-known school-

man, who is intimate with him and his work, says: "He is a thorough-going, progressive school-teacher, an indefatigable worker, and a strictly honorable man." Who could ask for a better compliment for a teacher? And, especially when it is merited. The *Plattsburgh Press* recently printed extracts from a catalogue of the old Plattsburgh academy of 1833. It follows with sketches of the careers of some who were then students of this interesting institution.—Supt. F. H. Davis, of the Plattsburgh schools, in his ambition for bettering them has over-worked, and has been obliged to go to Southern Pines, N. C., for his health.

Cortland.—Miss Mabel Fuller, of the Homer school, has accepted a good position in Binghamton, to succeed Miss Rose A. Ryan, resigned.—Dr. James M. Milne, formerly principal of the Oneonta Normal School, was the choice of the Democratic members of the legislature for State Superintendent of Public Instruction.—The alumni of the Cortland Normal School, residing in Greater New York and vicinity, held a banquet recently. Dr. F. J. Cheney, Cortland's honored principal, was present. —F. D. Smith has been re-elected president of the Cortland school board.—The faculty of the Cortland Normal School are making arrangements to introduce a system of school government by the student body. The scheme is like the one now in vogue at Amherst College, and the New Paltz Normal School,

Erie—Buffalo has a new school examiner, in person of Arthur E. Hedstrom, recently appointed by the mayor.—It will cost \$30,000 more to run the schools of Buffalo next year than it has the current year.—Alden's school building is inadequate, and a new one will be constructed.—Forty graduates of the Buffalo Normal School were launched upon the uncertain seas of pedagogy at the end of the first school term. The exercises were appropriate.—The Buffalo City Training School graduated a class of fourteen at the end of the first term.—There has been a wholesale vaccination of the pupils of the public schools of Buffalo. Several hundred pupils per day have come under the doctor's lance.—The principals of the Buffalo schools are making preparations for a large exhibit at the Pan-American Exposition. Some sixty principals have reported plans for exhibits.—The women teachers of Buffalo, through their organization, the "Women Teachers' Association," are making a strong fight for increase in salaries.—At a mass meeting of teachers held in Buffalo High School building recently twelve hundred teachers were in attendance. They discussed the matter of increase of salaries. The fight is on in Buffalo along the whole line; the newspapers are taking the part of the teachers and it begins to look as though their efforts would be rewarded.—Principal Duschak, of School 9, Buffalo, recently gave an interesting address before the Women Teachers' Association upon the subject, "The Advantages to be Gained from an Early Study of Foreign Languages."—Superintendent Emerson, of the Buffalo schools, was caught in a wreck on the Wabash railway while enroute for Chicago to attend the meeting of the National Educational

association.—The teachers of the 22nd ward, Buffalo, met recently and formed an association.

Genesee.—Miss Nellie B. Beane has resigned her position in the Attica schools. Miss Jennie J. Huston has been promoted to fill her position.

Herkimer.—Little Falls public schools have visitors' days. On such days many patrons of the schools visit them.

Jefferson.—Viola A. Dunbar has resigned as preceptress of the Carthage High School, and has returned to her home in New Hampshire.—The board of education of Watertown have engaged Miss Beulah Morgan, of Syracuse, to teach Latin and Greek during the absence of the regular instructor, Miss Elizabeth C. Smith, who is now in Europe. Miss Morgan is a graduate of Cornell University.

Monroe.—Supt. C. B. Gilbert has met with a very cordial reception from the teachers and pupils of the Rochester schools.—One of the especially good things that have been presented to the teachers at institutes this year, is the talk by Prin. David Eugene Smith, of the Brockport



DAVID EUGENE SMITH

Normal School, on the subject, "Arnold of Rugby."—The board of education of Rochester have been so careful in expenditure of school funds that they will ask for \$19,000 less of the taxpayers' money than last year.—The resolutions of commendation of his work at Newark, adopted by the school officials of that city, must be highly gratifying to ex-Superintendent Charles B. Gilbert. No less so are they to the Rochester authorities, as they are a good certificate of his ability and strength of purpose.—The Women's Educational Union will attempt a new education of children in school No. 27. They expect to spend about \$500 in decorating the interior of the building. They expect that the unconscious influence of art and decoration will aid in the culture of the children attending.

Montgomery.—Canajoharie claims the largest teachers' training class ever instructed in the

county. It numbers twenty-one members.—The Montgomery County Teachers' association held its spring meeting at Fonda, and took up the following interesting program: Devotional Exercises, Rev. J. C. Boyd; Are Teachers' Institutes Profitable? Prin. Schuyler F. Herron, Canajoharie; discussion led by Prin. E. B. Robbins, Fonda; Program for Rural Schools, Supt. H. T. Morrow, Amsterdam; discussion, led by Prin. George Pettet, Ames; Poems and Pictures, Mrs. Margaret S. Mooney, State Normal College; address, "What Teachers Should Read," Dr. T. B. Stowell, Potsdam Normal College. Henry Wheaton is president of the association and Mary Y. Smith, secretary.

Nassau—In our comment of the report of Commissioner Cooley, of the Nassau county schools, last month, a typographical error occurs in the number of teachers given holding Normal School diplomas. Instead of 13, as reported,



JAMES S. COOLEY

there are 183—an unusually large number. Commissioner Cooley has the reputation of being one of the most painstaking officials, and the present high standard of the teaching force of that county can be attributed largely to his determined efforts.

Oneida.—Miss May A. Tabor, of Hilton, N. Y., a graduate of the Brockport Normal School, has accepted a position in the Oriskany school. The people of that town have confidence in their school, and are gratified at its marked progress under the care of Principal Clark.—Miss Clara L. Atherton, of Ilion, has been elected to a position in the Utica schools, made vacant by the resignation of Miss Agnes E. Collins.—The eighth meeting of the teachers' association of the second commissioner's district of Oneida county was held at High School, Clinton, Saturday, February 16. Addresses were made by Thomas E. Finegan, Department of Public Instruction,

Albany; Miss Cora A. Davis, commissioner, Whitesboro, and Prof. William B. Elkin, of Hamilton College.—The latest thing in labor unions is a talked-of union of district school teachers of Oneida county. This is deemed necessary on account of the low wages paid. Many teachers, it is claimed, are receiving only \$4 or \$5 per week.—The patrons of the Middle Settlement school of New Hartford are much pleased with the teacher of their school, Miss Harriet Suppe.

Onondaga.—The Room Teachers' association of Syracuse has chosen the following officers: President, Mrs. M. E. Abbott; vice-president, Miss Louise Roberts; secretary, Mrs. M. B. Ackerman; treasurer, Mrs. Kate Baldwin.—With commendable spirit Syracuse is providing free commercial education for the boys and girls of that city, open to graduates from her public schools. The Syracuse Public Commercial School is an institution the establishment and importance of which is commensurate with the educational progress of that city.—The Syracuse truant school is full this year, some nineteen boys being retained there.—School Commissioner Jewell has some good ideas regarding schools, and to create and maintain an interest in the schools of his districts he is inviting trustees and members of boards of education to come together in a meeting to discuss educational themes pertaining to their duties. The second meeting was recently held at Tully. The following program was given: The Massachusetts Township System, George B. Clark, of Onondaga Valley. (discussion led by Rev. Timothy Willis, of Tully); The Ohio Contract System, by O. F. Lake, of Tully; Why Trustees Should Visit Schools, by Albert Mills, of the Tully board of education; How to Improve Our Schools, by Lester Judson, of Otisco.—The annual report of Supt. A. B. Bledgett, of the Syracuse schools, is in every sense a practical document, placing the work of the schools before the public in a clear and comprehensive manner. Syracuse has good schools, and a superintendent who is in earnest in his work.

Orange—Cornelius W. Lockwood has been engaged to teach the sciences in Newburgh academy. He has been a successful teacher in the Bradford High School.—Schoolmasters' Council of the Highlands is an organization including among its members those from Orange, Rockland, Ulster, Dutchess, Putnam and Westchester counties. At a recent meeting, at Newburgh, about forty members were in attendance, and an exceedingly interesting session was held. A banquet was given, at which some bright and witty responses to toasts were listened to. The program of the next day's meeting was carried out in a highly satisfactory manner. The president of the organization was Richard E. Coon, of New Hamburg.—Prof. Wm. Goldthwaite, who for several years has conducted a private school at Goshen, has decided to give up his work in that village, and has accepted a place as principal of a school at Warner, N. H.—Miss Roberson, of the New Paltz Normal School, has been engaged as teacher in the Goshen school.—H. K. Wilcox will present to the Middleton school library his fine art collection, secured by him in his travels in this country and on the continent.

Orleans.—The Orleans County Teachers' association held an interesting session at Holly, taking up the following program: Mandolin solo, Willie O'Brien; address of welcome, Com'r H. R. Glidden; The Educational Demands upon Teachers of To-day. Supt. Willis Carmer, Albion, Florence Baker, Medina; vocal trio, Misses May O'Brien, Lizzie Howe, Aileen Yager; How Can We Bring the District School into Closer Relation With the High School? Joseph Ryan, Shelby, G. W. Gressman, Knowlesville; Aims in Teaching Civil Government, Prin. Neil K. White, Albion, Edward Eggleston, Murray; How to Teach Current Events in Our Public Schools, John Craddock, Millville. John O. Gilbert, Medina; piano solo, Miss Lula Sawyer; School Discipline, Prin. H. D. Bartlett, Holley, Frank Tripp, Kent; Practical Results in Drawing, Sadie Tiffany, Medina, Esther Hincer, Kent; vocal solo, Mrs. Ralph Farnsworth; address, "Current Problems in Public School Work," S. Dwight Arms, Regents' Inspector. The executive committee, which is made up of F. E. McNall, Medina, president; Anna L. Potter, Holley, vice-president; Mary Dugan, Medina, secretary and treasurer, are responsible for much of the success of the meeting.

Oswego.—Cora E. Barker, who has been teaching at Oswego Falls, has resigned her position. She is succeeded by Miss Robinson, of Syracuse.

Queens.—Glen Cove lacks proper facilities, and the progressive people of the place are making a fight for new buildings.

Rensselaer.—The fine new High School building at Troy is nearing completion. When finished this will be one of the finest buildings in the State, and will be in keeping with the progressive educational interests of that city.—The board of health of Rensselaer were obliged to order the closing of one of the schools, the teacher, Miss Gale, having been exposed to small-pox.

Rockland.—The teachers of Rockland county are alive and progressive. At a recent meeting of the county association, held at Tappan, there was a good attendance, and much interest shown in the program. Prin. S. M. Furman, of Piermont, read a paper on "Old Fogies;" Dr. Redway took up the subject of "Mathematical Geography;" Dr. E. W. Lyttle, of the Regents' Department, discussed the subject of "History." Another meeting will be held in May.

Saratoga.—Ethel M. Burgess, a teacher in the Ballston Spa. school, has tendered her resignation.

St. Lawrence.—The Potsdam Normal School graduated a class of thirty-three, recently, with appropriate exercises. One of the interesting features of the commencement exercises was the presentation of the Thomas Clarkson prize of \$100 in gold. The prize is for especial effort in pedagogics, and was won this year by James B. Bradford, of Louisville.—Miss Bessie L. Jackson, of Potsdam, has been elected to the position

in the Massena school, made vacant by the death of Miss Hall.—The resignation of Miss Rose E. Mix, as a teacher in the Gouverneur High School, is deeply regretted, as she was highly esteemed by her associates. Ill health is the cause. Miss Vera Thompson, of Gloversville, succeeds her.—The sudden death of Miss Nelle E. Hall, a teacher in the Massena schools, is deeply regretted in the community.—The Ogdensburg board of education are discussing the subject of free text-books, with the idea of introducing such a system in their schools.

Schenectady.—Unstinted praise has been bestowed upon Com'r James Wingate for a very successful teachers' institute at Schenectady.

Steuben.—Miss Etta Filer, a teacher in Corning academy, has been obliged to resign her position on account of ill-health.—The March meeting of the teachers' association of the second commissioner's district was held at Corning. The following is the program: Music, quartette; address, Child Development, Rev. N. E. Fuller; music, quartette; address, What the School Can Do for the Child, Supt. L. R. Hunt, Ph. D.; Results of Graded Examinations, Com'r T. J. Smith; discussion, Miss Lillian Ostrander, W. B. Dee; intermission; Thoroughness in Preliminary Subjects—Arithmetic, G. M. Riddle; English, F. H. Miller; geography, B. E. Hicks; spelling, Miss L. M. Keirnan; Attitude of the Union Schools to the Graded Course of Study, J. P. Mabon; Criticisms on Course of Study, Com'r W. S. Meeks.—Miss Jessie M. Keeney, an able teacher of the Hornellsville schools, has resigned her position.

Suffolk.—The Huntington school is arranging for a contest in oratory and essay reading. The object, to stimulate better work in these subjects, and also to provide means for beautifying the school rooms.—Suffolk and Nassau counties combined efforts in a recent gathering of school principals, and an interesting program was the result. It was carried out as follows: How to Interest the Patrons in the School, Prin. F. O. Payne; The Twentieth Century School Prin. M. I. Hunt; The Tenure of Office Bill, Dr. W. E. Gordon and Prin. F. E. Knapp.—Miss Edith Barton, of Fairport, has secured a position in the Patchogue school.—Miss Grace Torrey has resigned her position in the Patchogue school, to accept a better one in New York City.

Tioga.—The commissioners and superintendents of Tioga county recently met to make arrangements for the institute to be held in April. A rhetorical committee and one on exhibits were appointed. A debate and speaking contest will be held the first night of the institute. When such interest as this is taken, the institute certainly ought to be a successful one.—Fire recently destroyed the West End School building at Waverly. The loss is total.

Tompkins.—Prin. F. D. Boynton, of the Ithaca schools, has determined to provide against a possible panic in case of fire. Drills will be inaugurated and thoroughly conducted.—Ithaca witnessed a largely attended school meeting re-

cently, with result that Com'rs Roger B. Williams, Albert M. Hull, David B. Stewart, and Henry A. St. John were re-elected.—Prin. F. D. Boynton, of the Ithaca schools, kindly invited us to a meeting of the DeWitt Historical Society of Tompkins county, of which he was chairman of committee on addresses. Prof. L. H. Bailey gave an address on "Changes in the Natural History of a New Country."

Ulster.—The board of education of Kingston have decided to reimburse the pupils who lost effects in the destruction of school No. 11 recently. The building will probably be rebuilt in the near future.—A new election is necessary in school district No. 15, Kingston, according to decision of the State Superintendent of Public Instruction. The candidate at the recent election, who was declared elected, did not receive a majority vote.—The Golden Hill Seminary at Kingston, occupied by Prof. J. M. Cross as a preparatory school, was destroyed by fire recently.—Miss Margaret C. Doolittle has been chosen to fill the position in the Kingston school made vacant by the resignation of Prof. Charles S. Deming. Miss Niemont Hewitt was also appointed to fill a vacancy in school No. 15. She is a graduate of the Albany Normal College.—The New York *Herald* of recent date contained a full-page description of the organization of school government of the New Paltz Normal School. The same is interesting and merits a review by teachers generally. Prin. Scudder of this institution is fertile in ideas concerning educational matters, one of the best of which is his plan of government.—The New Paltz *Independent* says: 'Principal Scudder of the New Paltz Normal School is very fond of out-door sports, and encourages the students to take part in them. He received on Tuesday a large pair of bobs for riding down hill. They are strongly made and will comfortably carry ten or twelve persons.'

Warren.—Supt. E. W. Griffith, of the Glens Falls schools, recently gave an illustrated lecture before the Glens Falls lyceum. The subject was "America in the Pacific." It was a clear description of our new possessions and a review of our relations with them.

Washington.—The recent meeting of the Champlain Valley Educational Council, at Whitehall, was not largely attended. The preparation of the program, however, showed unusual attention. The work done before the meeting by Supt. W. W. Howe was as deeply interesting as it was original, and shows him to be a progressive man in the work. The entire program, as published in our last issue, was well arranged and occupied by men of ability.—Miss D. Esther Hollister has resigned her position in the Cambridge school to accept a better one at New Rochelle. She is spoken of as a teacher of superior talents.

Yates.—The Interlake Council of School-men met at Keuka College Saturday February 23rd. The following topics were discussed: Educational Meetings, including the Syracuse Holiday Conference, Faculty Meetings, Institutes, the State Association, etc.; Business

Courses; Mental Arithmetic; Home Study of High School Students; Regents' Examination Program; Number of Studies; Color Work; Making-up Work; Single Sessions; Recitation Records; Adv. Arithmetic. J. M. Thompson is president and Jay Crissey secretary of the organization. The meeting was a highly profitable one.

GREATER NEW YORK

Manhattan.—Prof. Calvin Thomas recently addressed the high school teachers of German upon the subject, "How Can the Instruction in German be Made More Profitable." The review of this important subject by him was considered very practical.—The New York city educational paper, *School*, recently contained an interesting allusion to the remarkable career of Prof. Michael J. Pupin, of Columbia College. Prof. Pupin came to this country from Hungary to escape military service. He was a poor boy, and arriving in New York, began looking for work. He was employed in Brooklyn first as a "rubber" in a Turkish bath establishment. His recognized ability as a scholar, and his recent discoveries in ocean telephoning has made his name illustrious.—The graduating exercises in the public schools engaged considerable attention in February. The presence of Bishop Potter at Mrs. Pell's school made the occasion of much more interest. He was surprised and highly pleased at the manner in which the school is being conducted.—A highly interesting case has just been decided by the courts in favor of plaintiff, George Steinson, a teacher in the schools of New York city. Mr. Steinson was elected to a position as teacher in 1887, under proper State license, and also under a provisional license from the city superintendent of schools. In March, 1890, he was served with a notice from the city superintendent of schools, that the period for which he was licensed had expired. He has since presented himself for service, but has been refused entrance upon his work. The decision determines in his case, that his employment was subject to no other limit of time than the power of removal for cause, vested in the defendant, and the power of the State Superintendent to revoke his State license. Mr. Steinson recovers some \$20,000 back salary.—Pres. Miles M. O'Brien has been favorably mentioned in connection with the mayoralty of Greater New York. He would make a worthy choice.—Hugo Newman has been appointed principal of the Fordham school. He is eminently qualified for the responsible position.—The following officers of the Male Teachers' Association were recently elected: President, William J. O'Shea; vice-president, Isaac B. Sprague; treasurer, William C. Hess, and secretary, Edgar Vanderbilt.—The school teachers of Greater New York are up in arms the length and breadth of the great city to prevent the attempt to repeal the Davis law. It is very evident that they have a host of supporters in their just efforts. The different teachers' associations have prepared a pamphlet, setting forth the important points of the controversy. It embodies the ideas of some of the leading school-men of the city, and is, upon the whole, a strong discussion from the teachers'

standpoint.—Associate Superintendent A. W. Edson has been giving some very valuable talks upon the subject of language teaching. He is a firm believer in oral language teaching.—Merton A. Angell, of Dexter, N. Y., has been appointed to a position in the city schools.—At the February meeting of the School-master's Club, held at the St. Denis, Dr. M. C. Shaefer, State superintendent of the Pennsylvania school system, was the guest of the evening. He addressed the teachers assembled upon the subject, "Does Education Pay?"—About 200 members were present at the meeting of the Normal College Alumni association dinner Lincoln's birthday. It was a pleasant gathering, and brought together many noted people.—New schools have been opened in Manhattan and Bronx as follows: No. 168, 104th st. and Second ave.; No. 170, 112th st. and Lenox ave.; No. 179, 101st st. and Columbus ave., and No. 119, 133rd st. and Eighth ave.; No. 175, in Jerome ave.—The ungraded class in the public schools of Manhattan is taught by Miss Elizabeth Farrell, a teacher of superior talents for this work. The class is made up of truants, backward students and foreigners, and the work of instruction is difficult.—In speaking of President Miles O'Brien and his associates in the school management of New York, the New York *Herald* says: "No one who has watched the course of Miles M. O'Brien, president of the board, and his col-

there was not money enough for high schools and elementary schools also, that he would advocate that the building of high schools be stopped.—W. L. Buckley is the first member of the negro race to be appointed to a principalship in New York schools in recent years. He has been assigned as principal of colored school No. 80 by Superintendent John Jasper. It has been very difficult to find anyone willing to take charge of this school, because of its being occupied almost entirely by colored boys and girls. Prin. Buckley is a man of culture and ripe scholarship.—At a recent dinner of the Male Teachers' association both President Miles O'Brien and Controller Bird S. Coler spoke. Mr. Coler, in the course of his remarks, said: "I believe in high schools, but I think there is something wrong when 700 enter a school and only forty-eight graduate."—John Hayes Myers, principal of school No. 63, borough of Bronx, died February the 15th, inst. In character he was a man above reproach, and his influence in his school was highly beneficent.—The story of the narrow escape of 2,500 children in school No. 83, at the time of the recent fire, is a thrilling one. The thorough system of fire drills and the manly and womanly calmness of the teachers averted a terrible disaster.—The new principal of the DeWitt Clinton High School is Ernest D. Daniels, of Franklin, Mass. He is a graduate of Amherst College, and has studied at both Boston and Harvard Universities, and is a man of unusual experience, personality and scholarship.



JOHN JASPER

Brooklyn.—Joseph G. Furey, of school No. 40, Manhattan, has been appointed to the principalship of school No. 133, Brooklyn. He takes the place of Prin. Cornelius Fleming. Prin. Fleming has been advanced to the position made vacant by the death of Dr. Abbott.—With the re-opening of the high schools for the last term of the year, the over-crowded condition of the same is brought forcibly to the attention of the school authorities. At the Manual Training School many applicants were necessarily refused entrance. In the Erasmus High School, Dr. Gunnison was forced to refuse admission to over one hundred applicants. Superintendent Ward, however, hopes soon to get matters adjusted in such manner as to accommodate all-comers.—Mr. James M. Edsall, a graduate of the Albany Normal College, has been appointed associate superintendent, in place of Dr. William L. Felter, who was recently elected to the principalship of the Commercial High School. Mr. Edsall has made a good record in educational work, and well merits his present position.—The unanimous re-election of Charles E. Robertson to be president of the Brooklyn school board shows plainly that he is appreciated in his work for the schools by his fellow members. In his address, upon taking office, he reviewed, in a clear and comprehensive manner, the work that has been accomplished in school administration.—The school board of Brooklyn have put themselves on record as being unalterably opposed to the charter revision scheme, inasmuch as it affects school management. Every member at a recent meeting signed a petition asking for its defeat.—Thomas C. Baker, of Yonkers, has been appointed principal of school No. 101. He takes the place of James M. Edsall, who has recently been promoted.

leagues, or of John Jasper, borough superintendent for Manhattan and the Bronx, will deny that all of them have done their utmost to prevent the introduction of anything savoring of political methods into the conduct of the public schools".—Chancellor Walter B. Hill, of the University of Georgia, will visit New York and Columbia University. A Georgia club of Columbia was formed to entertain him.—At a recent meeting of the Roelantsen club, President Miles O'Brien was a leading speaker. He reiterated his position in regard to the Davis law. He also said that, if

Queens.—Superintendent Edward L. Stevens, of the borough of Queens, gives valuable review of the work of the schools under his charge in his recent report. He calls attention to what he considers serious defects in the city charter, as now constructed. Concerning the same he says: "Each teacher possessed, or was destined to receive, a credential which was good for the entire city;



EDWARD L. STEVENS

but while the salaries paid in the larger boroughs of Manhattan and Brooklyn were from twenty to forty-five per cent. higher than those paid in similar positions in Queens and Richmond, it soon became evident that the smaller, or rural, boroughs would each year lose many of their best teachers." Regarding the establishment of high schools, he says: "Another fact appears, and that is that in the erection of buildings it is necessary to plan now for conditions as they may exist three or five years from now. I therefore recommended to the consideration of the board the establishment of several central high schools to succeed the high school departments which we now have, but which, although doing good work, necessarily find certain limitations." The report states that the percentage of increase in population in the borough of Queens during the past ten years was 75.7, almost double the percentage of increase in Brooklyn and more than double that in Manhattan and in Richmond. These figures show that the borough of Queens has grown more rapidly during the past decade than any other section included in Greater New York.—In the re-organization of the Queens Borough School Board Patrick J. White, of Long Island City, received the unanimous vote of the members of the board.—The School Teachers' Association of the borough of Queens, at a recent meeting, empowered Matthew D. Quinn, the president, to appoint a legislative committee to act with similar committees from the associations in the other boroughs. President Quinn has appointed the following committee: Matthew D. Quinn, chairman, school No. 5, Long Island City; Robert L. Conant, school No. 4, Long Island City; William H. Carr, school No. 30, Whitestone; Miss Jean Ely, school No. 20, Flushing; Miss Caroline Westcott, school No. 14, Elmhurst.

AMONG THE COLLEGES

COLGATE UNIVERSITY

The annual celebration of Patrons' Day will be held this year on April 10th. The Reverend George C. Lorimer, D. D., of Boston, will be the orator of the day. It is expected, also, that the Honorable Nevada N. Stranahan, the State Senator from this district, will be present and make the principal address at the banquet in the afternoon.

The Brooks lectures on the Relation of Religion and Science are to be delivered next month by Professor John Mason Tyler, Ph. D., of Amherst College.

Professor Philetus P. Spear, D. D., was, at the time of his death, the oldest living graduate of Colgate University, as well as her oldest emeritus professor. Professor Spear was graduated from the institution in 1834, and has been connected with it continuously from that time until his death. In all the most critical periods of the existence of the institution he has been a valued counsellor and friend. For many years he was professor of Latin, and also associate professor of Hebrew in the Divinity School. He resigned his professorship to become the treasurer of the institution, and to the work of this office he devoted the best years of his life. When he entered the treasurer's office he found an endowment of a little over sixty thousand dollars. He left it with an endowment of over half a million. For the last ten years he has not been connected actively with the university, but the importance of his life work here was fittingly recognized in the eulogy of his long-time friend and former pupil, Professor N. Lloyd Andrews.

A pleasant addition to the new chapel has been made by the Faust class of 1900, in the presentation of Trippel's bust of Goethe. The formal exercises of the presentation were held at the home of Professor R. W. Moore, of the Department of German the presentation address being made by Mr. F. P. Russell, of the class of 1901. The bust was accepted in a graceful address by President Merrill.

The annual banquet of the Albany Alumni association of Colgate University was held at the Ten Eyck the 21st of February. This association is one of the strongest of our alumni associations, and its meetings are always unusually interesting. Last year the principal address was made by Governor Roosevelt. The president of the university and several of the professors were present. The alumni in Syracuse and vicinity have recently organized an association, of which the president is Professor H. M. Burchard, of Syracuse University, and the secretary, Charles E. Spencer, Esq.

CORNELL UNIVERSITY

In connection with the ten-week summer term carried on under the auspices of the Department of Paleontology and Stratigraphic Geology of this university in Eastern New York, there will be offered in 1901 a six-weeks' course in field geology, especially adapted to the needs of teachers who wish to see and study for themselves the classical sections of New York State.

The camp for the summer of 1901 will be in

the Helderberg mountains, near Albany, where within a radius of one mile more than ten geological formations can be studied.

During the term each student will be expected to (a) Make a detailed study of the Helderberg mountains, commencing at the base with the Hudson river shales, and taking each formation in turn up to the Hamilton cap rocks. This work includes: the collection of fossils and other specimens of interest, measuring the thickness of the different formations, studying their characteristics, and sketching, mapping and photographing their general appearance.

(b) Accompany at least one of the following free excursions by boat. (1) From Troy to Rondout, stopping at Becraft Mt. and other points of geological interest—formations: Cambrian, Lower and Upper Silurian. (2) From Troy to Plattsburg, via Champlain canal and Lake Champlain—formations: Archæan, Cambrian, Lower Silurian. (3) From Troy to Syracuse via Erie canal, by side excursions seeing Trenton and Oriskany Falls—formations: Archæan to Devonian inclusive.

(c) Identify and classify, with aid of books and instruction in camp, the various specimens collected.

Special consideration will be given to those intending to take up geological work in Women's colleges and high schools, by Miss Sage.

Each student should bring: old, light clothes, six heavy blankets, brick-layer's hammer, cold chisel, pocket compass, large, strong basket, perhaps one dollar's worth of tin cooking utensils, and if possible, a Locke hand level.

SCHOOL OF PEDAGOGY—NEW YORK UNIVERSITY

Physicians have been studying children and watching their development ever since the healing art became a profession. Their records of normal growth and development in children, together with innumerable observations of abnormalities and disease, are a mine of information for those who seek the fundamental principles of pedagogy. This physiological child study has been going on for ages, and gives the physical basis for pedagogy. New York University was the first to recognize the important contribution which medicine can give to pedagogy; and the course in physiological pedagogics was inaugurated some eight years ago. The course is still in evolution, but its aim has always been to emphasize the close relation of the body and its cell-nutrition to the brain and all mental life. No sane thought except from a sound, well-nourished brain, is its emphatic teaching.

Inasmuch as the field was unexplored, the pioneers of the course had to gather together from the vast body of medical literature such material as would be of practical value to the teacher and the principal in our school systems. Embryology, physiology, bacteriology and preventive medicine were made to yield valuable contributions. The course, consisting of one lecture a week through the year, is given by Dr. L. E. LaFetra, instructor in Physiological Pedagogics, who is also a practicing physician; his special field being the diseases of children. The course begins with a consideration of the composition of the human body from the chemical side; then the components of the body are looked at from

the biological side, and the amoeba is taken as the typical cell for study and comparison. Then is given briefly the development of the body from the single cell, with the evolution of the alimentary, muscular and nervous systems. Next there is a survey of digestion and circulation with demonstrations of specimens of blood and of the frog's circulation. The development of the nervous system and its physiology are next considered, especial stress being laid on the nutrition of the component cells of the brain and spinal cord. The necessity of alternating periods of exercise and rest is insisted upon.

The phenomena and laws of growth as determined by anthropometry are studied together with the nature and effects of physical training; then fatigue and its manifestations, faulty postures and the deformities which may result. Practical tests for vision and hearing are given and a brief description of the common diseases of the eye and ear.

Hereditary tendencies to disease—scrofula, tuberculosis, rheumatism and nervous disease—are next considered. Finally the course considers the communicable diseases which may be contracted at school, together with their causes, propagation, symptoms and the means of prevention by isolation and disinfection. The duty of the school in preventing epidemics is emphasized. Throughout the course microscopical specimens are shown, and as often as possible children illustrating deformities and diseases of nutrition and development are brought before the class.

VASSAR COLLEGE

The faculty of Vassar College has voted to accept the examinations to be offered in June, 1901, by the College Entrance Examination Board of the Middle States and Maryland. Examinations, however, will be held at Vassar as usual.

In the last issue of the Miscellany, an Alumnae number, there appears a list of the Vassar alumnae that have held or are now holding positions in colleges and universities. The 166 entries represent 54 institutions. Especial mention is made of President Phebe T. Sutcliffe (Rockford College), Dean Mabel R. Loomis (Colorado College), Dean Margaret F. Washburn (Sage College, Cornell University), Dean Ella Weed (Barnard College), Professors Arietta M. Abbott (Oberlin College), Achsah M. Ely (Vassar College), Sarah G. Bates (Buchtel College, Wellesley College), Abby Leach (Vassar College), Mary A. Jordan (Smith College), Myra Reynolds (Chicago University), Mary W. Whitney (Vassar College), Laura J. Wylie (Vassar College), Mrs. Ellen S. Richards (Massachusetts Institute of Technology), and Dr. Mary Sherwood (lecturer and visiting physician, Bryn Mawr College).

The brilliant new star in Perseus, now attracting so much attention among astronomers, was observed independently at Vassar College by Miss Ida Watson, of Newark, N. J., a student in the astronomical department. On Thursday evening at 11 p. m., Eastern Standard time, while looking at Algol, a well-known variable in Perseus, she discovered the new star and found it to be of the first magnitude, nearly as bright as Capella. The next observation made February 25th, showed it to have diminished in brightness.

It was then found to be of the same magnitude as Pollux, or 1.1 according to the Harvard scale.

Friday evening, February 15, Mr. Heinrich Conried, manager of the Irving Place Theatre, in New York, gave a lecture in German on "The Stage." The German club gave him a reception in the Senior parlor after the lecture. At Mr. Conried's invitation, about seventy-five students attended the matinee performance of "Minna Von Barnhelm," in New York.

Professor H. Morse Stephens, of Cornell University, delivered the Washington's Birthday address at the college. His subject was "Washington a Typical Englishman."

The honor list of 1901 was announced last week, and is as follows: Honors—Miss Leila Albright, of Detroit, Mich.; Miss Gertrude Burleigh, of Springfield, Mass.; Miss Adelaide Crapsey, of Rochester, N. Y.; Miss Elizabeth Dutcher, of Brooklyn, N. Y.; Miss Louise Holmquist, of New York; Miss Edith Hubbard, of Plymouth, Mass.; Miss Lena Jackman, of Poughkeepsie; Miss Margaret Jackson, of Providence, R. I.; Miss Etta O'Shaughnessy, of Peoria, Ill.; Miss Julia Pulsifer, of Auburn, N. Y.; Miss Dena Schliecher, of Peoria, Ill.; Miss Anna Schuldice, of Danbury, Conn.; Miss Louisa Stevenson, of Lowell, Mass.; Miss Helen Storke, of Auburn, N. Y.; Miss Mary Whitman, of Chicago, Ill. Honorable mentions—Miss Louise Bragdon, of Buffalo; Miss Elizabeth Cowley, of Alleghany, Pa.; Miss Ada J. Ford, of Wolfeboro, N. H.; Miss Sybil Moore, of LeMaro, Iowa; Miss Mabel Perkins, of Grand Rapids, Mich.

GENESEO NORMAL SCHOOL

Dr. John M. Milne was in Chicago attending the meeting of the Department of Superintendence of the N. E. A., which convened in that city February 26, 27 and 28.

An important change in the method of instruction has been recently introduced into the primary and intermediate departments of the training school connected with the Geneseo State Normal. The individual system of instruction, originated and perfected by Superintendent Kennedy, of the Batavia schools, has been introduced upon the recommendation of Prin. John M. Milne, Mrs. Phebe B. Hall, Superintendent of the intermediate department, and Miss Sarah A. Goheen, Superintendent of the primary department, all of whom recently paid a visit to the Batavia schools.

A short time ago, Miss Laura Comstock and Mrs. Elizabeth R. Shepard, critics in the primary department, went to Batavia to make further study of the details of the system.

March 27th is the date set for the annual indoor exhibition of the department of Physical Culture.

Dr. Herbert J. Schmitz recently gave a very fine illustrated lecture on the Paris Exposition for the benefit of the students in Normal Hall. Dr. Schmitz will produce two more lectures on the same subject during the course of the winter.

Be but faithful, that is all;
Go right on, and close behind thee
There shall follow still, and find thee,
Help, sure help.

—Arthur Hugh Clough.

IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has appointed C. Edward Jones, of Pulaski, N. Y., to the position of Examiner, in the Department of Public Instruction. Mr. Jones has been school commissioner in the third commissioner district of Oswego county since October 1st, 1896, having been appointed to that position when Superintendent Smith resigned to accept the position of superintendent of schools, at Cortland.



C. EDWARD JONES

The appointment is in every way a worthy one, as Mr. Jones is well qualified for the position, both in scholarship and ability. He has been a conscientious official, in whatever position he has heretofore been placed.

Superintendent Skinner has granted college graduate certificates to Frank David Boynton, Ithaca, Middlebury College, 1891; Claude Cecil Smith, Spring Valley, New York University, 1896; Ola Beth Capron, Richmond Hill, Cornell University, 1891; Clifford Stark, Morrisville, Colgate University, 1894; Mary Canfield Myers, Oneonta, Elmira College, 1897; Mary Warren Jewett, Moravia, Bryn Mawr College, 1896; Litz Dustin, Malone, Smith College, 1896; Herbert Lemuel Wilbur, Fishkill-on-Hudson, Amherst College, 1892; Grant Karr, Oswego, Jena University (Germany), 1899; Herbert Alvah Hinman, Cornwall-on-Hudson, Middlebury College, 1898.

On February 15th, Superintendent Skinner issued orders withholding one-half the public money apportioned to district No. 8, Deer Park, Orange county, and district No. 2, Stratford, Fulton county, for failure to enforce the provisions of the Compulsory Education Law.

DECISIONS IN APPEALS

TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

George G. French and Jedediah Hoose from proceedings of annual meeting held on August 7, 1900, in union free school district No. 7, town of Mexico, Oswego county, directing the board of education not to defend certain action brought against it in the Supreme Court. Appeal dismissed.

John Pettis, as trustee of school district No. 10, town of Wilton, Saratoga county, from decision of local board confirming a preliminary order, made by John T. Rice, school commissioner, 2nd commissioner district of Saratoga county, altering the boundaries of school district No. 10, town of Wilton, Saratoga county, and the transfer of a parcel of land known as the "Gifford Farm," from said district No. 10, to district No. 6, Northumberland. Appeal dismissed and orders appealed from, affirmed.

Thomas B. Chilton from the refusal of Fred C. Loucks, trustee of school district No. 18, town of Russell, St. Lawrence county, to transport the children of the appellant to and from the school in district No. 1, Harmon, St. Lawrence county, with which latter district a contract was made to teach the children of school district No. 18, Russell. Appeal dismissed.

Albert Bowers and Anthony H. Lawatsch from proceedings of annual meeting held December 3, 1900, in primary school district No. 15, city of Kingston, Ulster county, in the election of trustee. Appeal sustained, proceedings of the meeting, appealed from, vacated and special meeting for the election of trustee ordered.

Abram C. Howland and Herbert Oles from proceedings taken at a special meeting held in district No. 17, town of Walton, Delaware county, empowering the trustee of the district to enter into a written contract with the trustees of school district No. 6, said town and county, for teaching the children of such district in the school therein for the school year 1900-1, and for refusing to convey the children of the appellant to and from home to the school in district No. 6. Appeal dismissed.

Petition of W. H. Litzendorf for the removal of James H. Wilkie from office as trustee of school district No. 14, town of Rotterdam, Schenectady county, for willful violation and neglect of duty. Petition dismissed.

Andrew J. Davis from the refusal of Jerry Miller, as trustee of school district No. 8, town of Bethel, Sullivan county, to establish a branch school in the district. Appeal sustained, and branch school ordered.

UNIVERSITY OF THE STATE OF
NEW YORKAuthorized announcements March, 1901
COLLEGE DEPARTMENT

Medical council. At a meeting of the medical council, held January 29, 1901, the officers of the council made the following recommendations to the regents regarding the term and tenure of office likely to secure the fairest representation of the medical schools of the State:

Recommended. That for two years two men be retired each year, and two appointed in their places; that thereafter one be retired each year, and one appointed to serve five years, so that in rotation each medical school will be represented in the council.

HIGH SCHOOL DEPARTMENT

Attendance. August 1, 1896, a fourth year was added to the course of study in New York State High Schools. Statistics for year ending June 30, 1900, show that about 26% of all the students attending these secondary schools now complete four-year courses of study.

If we make the standard allowance from the actuaries' tables for loss by death and from available statistics for loss through failure of promotion from illness and other causes, it is found that in 1900, 133,367 could have been enrolled in New York State secondary schools, while 79,365, or 59.5%, were so enrolled the corresponding per cent. for the elementary schools was 79.5.

Historical exhibit. The permanent historical exhibit has been placed in the reception room, at the regents office, and contains historical works from the following publishers: G. P. Putnam's Sons, Century Company, Funk & Wagnall's Company, Silver, Burdett & Company, Houghton, Mifflin & Co., University Publishing Company, Morse Company, Maynard, Merrill & Company, Butler, Sheldon & Company, B. F. Johnson Company, Scott, Freeman & Company. Exhibits from other publishers are promised and will be placed as soon as they are received.

Teachers and librarians, who are looking for fresh books that will rouse interest in school work and develop a taste for historical reading, cannot fail to get help by examining carefully this exhibit.

HOME EDUCATION

Public libraries. The Pine Hills branch of the Albany free library, the Marlboro library, and the Portchester library have been registered.

Andrew Carnegie has promised gifts for public library buildings in New York as follows: Syracuse, \$260,000; Schenectady, \$50,000; Mt. Vernon, \$35,000; Port Jervis, \$20,000.

Mr. Carnegie very wisely attaches to his gifts the condition that the local authorities must furnish a site and guarantee yearly for maintaining the library not less than 10% of the amount of the gift.

Traveling libraries and pictures. In the past month 66 applications were filled, calling for 36 traveling libraries, nearly 1,000 photographs, and more than 1,600 slides, besides lanterns and wall pictures. 134 books in raised type were circulated among blind readers in the State.

Last month's bulletin on traveling pictures roused a babel of criticism based wholly on misunderstanding, or in many cases on accepting a hasty impression of some newspaper report, instead of on a reading of the bulletin itself, which only claims: 1) that it contains only good art; 2) that the selections can be put on school walls without danger of offending extremists of any sect or cult. Local authorities will often choose, with the regents' cordial approval, subjects not included in this list.

Study clubs. Though so late in the year, the

following six clubs, making the total on the roll 443, were registered in February: Delhi Friday art club, Warwick fortnightly club, Cazenovia study club, Monroe reading circle, Watertown Thursday club, and Harrisville French history club.

STATE MUSEUM

A new map of the State. A new map of New York State, much more accurate than any which has heretofore been published, is now being prepared by the State geologist, and will be issued by the New York State Museum this summer. Though primarily intended as a base on which to map the geology of the State, it will be of great service in other ways, and for this reason part of the edition will probably be issued without geological coloring.

The last large-scale geologic map of the State, published in 1894 by Professor James Hall, then State geologist, was as accurate as could be issued at that time, but comparatively few atlas sheets were available and most of its area was covered only by county maps, or road maps, often of the crudest description.

The new map is based on the atlas sheets issued conjointly by the United States Geological Survey and the State Engineer, so far as these atlas sheets have been surveyed. Up to the close of the field season of 1900, 25,934 square miles, or about fifty-three per cent. of the total area of the State, had been finally mapped by the federal and State surveys, and most of the material thus published has been available for the compilation of the geographic base of the new map. The lakes, rivers, and other drainage features, the locations of towns and villages, and the position and direction of railways and highways can thus be shown in much greater detail, and with a considerably higher degree of accuracy than was possible in the map of 1894.

The scale of the new map will be five miles to the inch. For convenience in handling, and to make it useful in atlas form, it will be issued in twelve sheets, each about eighteen by twenty-one inches in size. If a wall-map of the entire State be desired, these sheets can readily be mounted together, the borders being so arranged that there will be no overlapping at the contacts.

Most of the edition, as above stated, will be colored geologically. Twenty-seven tints will be used, which, with the use of several patterns, will be sufficient to show all the geological formations within the State.

The State geologist, Dr. F. J. H. Merrill, is collating all the material contained in the recent maps which have been issued relative to New York geology, as it is intended that the map now in preparation shall show the results of the very latest researches. Special surveys have been made during the past two years, of districts whose geology had not previously been thoroughly studied, and it is believed that the new map will represent a great advance in our knowledge of both the geography and the geology of the State.

Clay industries. Owing to the great demand for the bulletin on the clay industries of the State, it has been found necessary to issue a new edition. Advantage was taken of this opportunity thoroughly to revise the work. The new

bulletin will be issued about March 15th, as a cloth-bound book of over 450 pages, with about 140 illustrations. Dr. Ries, of Cornell University, its author, is the leading authority in this State on the subject, and the bulletin will therefore take high rank as a technical hand-book. The clay deposits of the State will be described, and the many industries dependent upon the clays will be fully treated.

Dr. Ries has also in preparation a bulletin on the lime and cement industries of the State.

Dr. F. C. Paulmier, recently appointed assistant in zoölogy at the State Museum, has been engaged in cataloguing and re-arranging such of the zoölogical collections as had not been revised by Dr. Tarr. The invertebrates and reptiles were in need of special attention, requiring both re-labeling and re-arrangement. Many gaps still exist in the collection, specially among the lower forms, of which it is hoped to secure a large series of specimens this summer.

Dr. Paulmier is preparing a descriptive catalogue of the batrachians, turtles and lizards of the State, which will be issued as a Museum bulletin; while Mr. E. C. Eckel has in preparation a discussion of the snakes of New York and the adjoining states.

New quarters for Botanist and Entomologist. The State entomologist has moved into his new quarters in Geological hall, and the State botanist soon will move. This change affords much needed space and additional facilities for work. It will require some time to arrange the collections in their new quarters, but when this has been done there will be a much better exhibit than it was possible to make in the old offices.

SCHOOL LEGISLATION

Members of the legislature who are interested in the schools, are contributing largely to the legislative grist this session. Since our last issue the following bills have been introduced, prior to March 1, 1901:

There are two bills, essentially, representing the boroughs of Manhattan and Brooklyn, in New York city school administration. The first was introduced by Senator Elsberg. It provides substantially for a revision of the educational chapter of the Charter Revision Commission's report. It retains the provisions of the Davis bill, generally; but gives to the board of education power to make salary schedules. It retains the four mills provision of the Davis law, but includes with the teachers all employes of the educational department, and places the excess of money raised to the credit of the amount to be raised by tax the succeeding year. It provides for separate schools for colored children. It aims to retain centralization. In committee.

A Brooklyn school bill, introduced by Senator Audette. The purpose of this bill is to give to borough school boards about the same power possessed by them before the consolidation of the city. It retains the central school board, giving them power to appoint a city superintendent, who is to visit and supervise schools, and make recommendations as to courses of study and matters generally pertaining to the schools. The borough boards shall have control of the appoint-

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ment of teachers, for their own schools, from the eligible list. The schedule of teachers' salaries shall remain as under the Davis law. This bill aims at decentralization, and abridgement of the authority of the central board and city superintendent. In committee.

Introduced by Senator Cocks: A bill authorizing boards of education in first and second-class cities to establish and maintain separate schools of instruction for girls in trades and industries, and giving training in domestic science. In committee.

Introduced by Assemblyman Snyder: Authorizing the issue of \$30,000 in bonds by the Kingston school district, to build and equip a school building.

Introduced by Assemblyman Price: Providing for military instruction of boys in schools of cities of the first and second-class. Instruction to be given by officers or non-commissioned officers of the army. Instruction to be given outside of school hours as far as possible. It provides for State appropriation for equipment, etc. In committee.

Introduced by Senator Armstrong: A bill enacting the Dow school law of last year, omitting the forged clause of the same. This bill affects Rochester.

Introduced by Assemblyman McQuade and Senator Willard: A bill authorizing the electors of the city of Utica to vote upon the question of free text books for use in the public schools of that city. The matter of raising funds and selecting books is left to the school commissioners. In committee.

Introduced by Assemblyman Fowler: An act to make school district No. 9, in the town of Pomfret (the city of Dunkirk), a union school district. This measure further provides that: "An officer of such board, if still a member of the board, shall hold his office until his successor has been duly elected. Hereafter it shall require a majority of all the members constituting such board of education to elect its officers." And this: "If the office of a member of such board becomes vacant for any cause, except expiration of term, the remaining members of such board who belong to the same political party as did such member, may by a majority vote, appoint a person to fill such vacancy for the balance of the unexpired term."

The Dunkirk board is dead-locked, and the officers are both Republicans, and still holding on to their offices. The measure is condemned, because of its partisan character. Has passed the Assembly.

Introduced by Assemblyman Baker: An act to establish a Normal School at Elbridge, Onondaga county. The provisions being that the trustees of Munro Collegiate Institute, and that school district number nine, town of Elbridge, both convey to the State the property owned by them. In committee.

Introduced by Senator Trainor: An act to amend the school laws, providing for tenure of office for teachers. This bill is supported by President John T. Nicholson, of the State Teachers' association, but is opposed, as introduced, by the State Department of Public Instruction. The new matter is essentially as follows: "Nor shall any teacher be dismissed, except upon recommendation of the school commissioner, and for reasons which, if appealed to the Superintendent of Public Instruction, shall be held to be sufficient cause for such dismissal. A contract made with any teacher shall become void upon the expiration of said teacher's certificate of qualification, unless such certificate be extended and renewed." And this clause: "No teacher shall be removed except upon the recommendation of the, or approved of the, school commissioner, and for neglect of duty, incapacity to teach, immoral conduct, or sufficient cause. Also to pay the wages of such teacher out of moneys appropriated for that purpose. Any contract made with a teacher shall become void upon the expiration of said teacher's certificate of qualification, unless such certificate is extended or renewed." The first clause refers to common school districts, and the last to union free school districts. In committee.

The Fredonia State Normal School bill has passed both branches of the legislature, and has become a law.

Introduced by Senator Elsberg: An act providing that the principal or other person in charge of a public or private school shall instruct and train the pupils by means of drills at least once a month, to be able to leave the building in the shortest possible time. The penalty of non-compliance, a fine of not exceeding fifty dollars. In committee.

Introduced by Senator Krum: An act to establish a Normal School at Johnstown, and appropriating \$100,000 to carry out the purpose of the act. In committee.

OFFICERS OF THE N. E. A.

At the recent meeting of the Department of Superintendence of the National Educational association, at Chicago, the following officers were elected: President, T. R. Glenn, Atlanta, Ga.; first vice-president, Henry P. Emerson, Buffalo; second vice-president, F. W. Cooley, Calumet, Mich.; secretary, John W. Deitrich, Colorado Springs, Col. Chicago was chosen as the meeting place for the next annual session.



HENRY P. EMERSON

The selection of Superintendent Henry P. Emerson, of the Buffalo schools, to a prominent office is a well-merited recognition of his rank in the educational world, and a compliment to New York State.

Superintendent John Kennedy, of the Batavia schools, gave an interesting discussion of the subject, "Individual Instruction an Imperative Need in Our Schools."

BOOK NOTICES

Messrs. Houghton, Mifflin & Co., of Boston, New York, and Chicago, announce for immediate publication a *School Edition* of John Burrough's *Squirrels and Other Fur-Bearers*, at 60 cents, *net*. The great popularity of the regular one-dollar edition of this book has led to the issue of this School Edition in unabridged form with a specially designed cover at a reduced price.

In this book the author has gathered most of his scattered notes on the smaller, more common mammals—the squirrel, the woodchuck, the rabbit and hare, the skunk, the fox, the weasel, etc., together with some interesting new matter. The book is not a formal natural history, but gives more or less complete life histories of the various animals, and many interesting facts about the lives of these little-known neighbors of ours are brought out, all told in Mr. Burrough's own charming style.

The book is illustrated by reproductions of 15 of Audubon's famous pictures, and there is a very good frontispiece of a red fox from life.

NEW METHODS IN EDUCATION. By J. Liberty Tadd. Orange Judd Company, New York. Price, \$2.00.

The author of this book is one of the best authorities upon the subject of manual training. Not alone in our own country, but upon the con-

tinental, his methods of treating this subject have attracted attention. He believes in his subject, and presents it in such a logical and consistent manner that his enthusiasm takes firm hold upon the student. He takes up the principles and methods of Manual Training, Drawing, Modeling Wood Carving, and arranges the course of study of each, giving directions concerning the employment of the same. It is an interesting and well-planned volume.

WIGWAM STORIES. By Mary C. Judd, Teacher in the Lincoln School, Minneapolis, Minn. Ginn & Co.

The author of this book has done a service to our American school children in bringing together in so attractive a form so much material that has been hitherto practically inaccessible to our boys and girls. The book is planned for a supplementary reader for the third or fourth grades in grammar schools. Part I. gives sketches of the various Indian tribes, their appearance, manner of living, customs, etc. Part II. tells of their traditions and myths. Part III. is devoted to the Indian of to-day, his condition and his present beliefs.

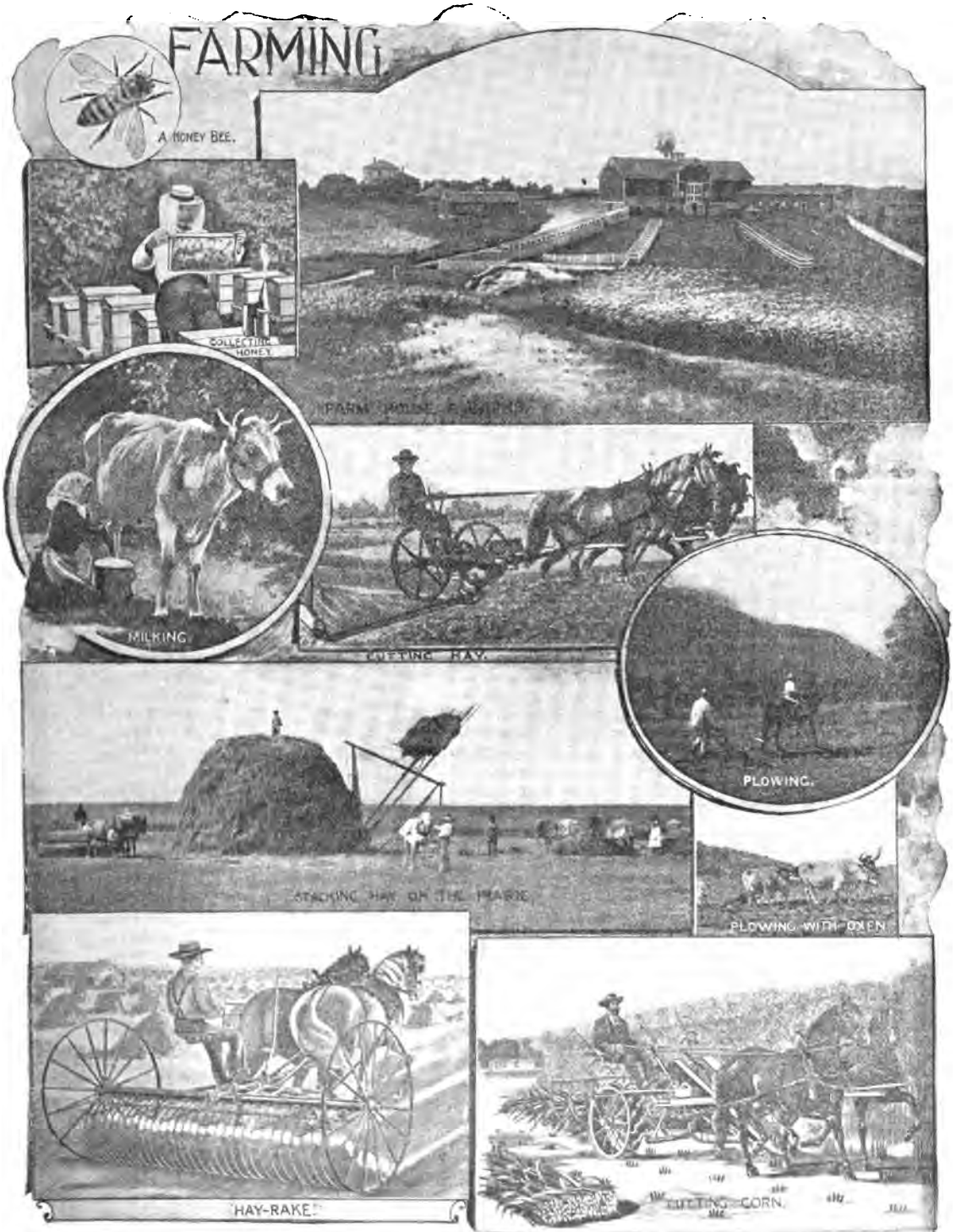
We have received from Rand & McNally books Seven and Eight of their new series of school readers, *Lights to Literature*. These books have just come from the press. They are edited by C. W. French, Principal of the Hyde Park High School, and J. E. Adams, Principal of the Gaudy School, Chicago. Much credit is due the editors and publishers of these superior text-books, for providing the best selected masterpieces, and giving them in complete form. The spirit of the author cannot be caught from meagre, threadbare extracts, selected at random. Another feature is the fine portraits of the authors, and an extended biographical sketch, written in such a style as will interest the young reader. We commend, unstintingly, these volumes.

SYNTAX OF CLASSICAL GREEK. Part I. The Syntax of the Simple Sentence. By Basil Lanneau Gildersleeve, Ph. D., LL. D., Professor of Greek in Johns Hopkins University, with the co-operation of Charles William Emil Miller, Ph. D., Associate Professor of Greek in Johns Hopkins University. Cloth, 12mo, 190 pages. Price, \$1.50. American Book Company, New York, Cincinnati and Chicago.

The publication of this book will be welcomed by Greek scholars who are desirous of securing a clear conspectus of Greek usage and who wish to extend the present limits of their knowledge. Professor Gildersleeve is universally recognized as the foremost authority on Greek in this country, and the present book embodies the results of the researches and studies which he has carried on for many years.

A TEXT-BOOK OF GEOLOGY. By Albert Perry Brigham, A. M., F. G. S. A., Professor of Geology in Colgate University. D. Appleton & Company, New York.

We wish to call especial attention to this work, as it seems to us, from a superficial examination, to be a noteworthy volume. Certainly in point of illustration and typographical appearance, it is one of the finest text-books upon the subject of geology that we have seen in many a day. The arrangement of the subject matter, and the



From
2. Davis & Deane's Elementary Geography

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general plan of the book appeals to us as being well-given. The style of the writer is clear and concise, and the thought is not in any way obscure. We believe it to be a work that will bear close inspection from teachers of this important subject.

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For Interests and Rents, ...	2 960 678 97	
		8,046,743 33
		\$70,424,622 26

◀ DISBURSED IN 1900 ▶

For claims by death, matured endowments, and annuities, ...	\$4,818,998 83	
Surplus returned to policy-holders, ...	1,305,439 28	
red and surrendered policies, ...	548,652 96	
Total to policy-holders, ...	\$6,673,091 07	
mission to agents, salaries, medical examiners' fees, printing, adver- sising, legal, real estate, all other expenses, ...	1,010,709 49	
Taxes, ...	400,799 41	
		8,084,599 97
Balance Net Assets, December 31, 1900, ...		\$62,340,022 29

◀ SCHEDULE OF ASSETS ▶

Loans upon real estate, first lien, ...	\$26 469,472 96	
Loans upon stocks and bonds, ...	2,300 00	
Premium notes on policies in force, ...	763,861 90	
Cost of real estate owned by the company, ...	12,054,396 47	
Cost of bonds, ...	21,730,558 33	
Cost of bank and railroad stocks, ...	473,454 00	
Cash in banks, ...	826,974 00	
Bills receivable, ...	4,346 54	
Agents' debit balances, ...	14,658 09	
		\$62,340,022 29
Add Interest due and accrued, ...	\$980,591 12	
Rents due and accrued, ...	21,248 05	
Market value of stocks and bonds over cost, ...	1,319,797 97	
Net uncollected and deferred premiums, ...	322,521 35	
	\$2,644,158 49	
Less Bills receivable and agents' debit balances, ...	19,004 63	
		\$2,625,153 86
Admitted Assets, December 31, 1900, ...		\$64,965,176 15

◀ LIABILITIES ▶

Amount required to re-insure all outstanding policies, net, company's standard, ...	\$56,321,159 00	
All other liabilities, ...	1 452 668 71	
		\$57,773,827 71
Surplus (including contingent real estate depreciation mem. account, \$700,730 99)		7 191,243 44
Ratio of expenses of management to receipts in 1900, 12.56 per cent. Policies in force December 31, 1900, 63,161, insuring \$161,566,603 00		

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- 38 Bohemian Wax Wing
- 39 Long-billed Marsh Wren
- 40 Arizona Jay
- 41 Screech Owl
- 42 Orchard Oriole
- 43 Marsh Hawk
- 44 Scissor-tailed Flycatcher
- 45 Black-capped Chickadee
- 46 Prothonotary Warbler
- 47 Indigo Bird
- 48 Night Hawk
- 49 Wood Thrush
- 50 Cat Bird
- 51 Yellow-throated Vireo
- 52 American Mocking Bird
- 53 Black-crowned Night Heron
- 54 Ring-billed Gull
- 55 Loggerhead Shrike
- 56 Baltimore Oriole
- 57 Snowy Owl
- 58 Scarlet Tanager
- 59 Ruffed Grouse
- 60 Black and White Creeping Warbler
- 61 American Bald Eagle
- 62 Ring Plover
- 63 Mallard Duck
- 64 American Avocet

- 65 Canvas-back Duck
- 66 Wood Duck
- 67 Anhinga, or Snake Bird
- 68 American Woodcock
- 69 White-winged Scoter
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- 75 Yellow Legs
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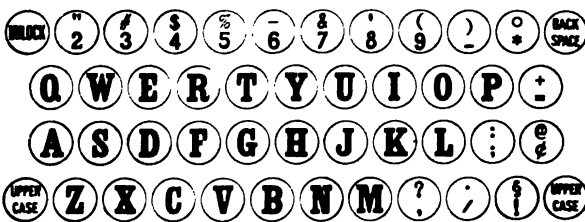
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"Child Study"—Weather Influence....	<i>Educational Exchange</i>
School Boards—Rochester Decision.....	
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Book Notices.....	

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THE USE AND CONTROL OF EXAMINATIONS

PRESIDENT ARTHUR T. HADLEY, YALE COLLEGE

(Abstract of an address published in full in the *Educational Review*.)

AN examination has two distinct uses: as a test of proficiency in what is past, and as a means of classifying students for what is to come. In the former aspect they are designed to reward faithfulness; in the latter to give opportunity for the exercise of power. Unfortunately, these two qualities do not always coincide. We have all had experience with pupils who have been faithful, and who have acquired that kind of knowledge which enables them to pass most examinations creditably, but who do not have the mental training which fits them to go toward higher studies with those whose acquirements may be less, but whose grasp of principles is stronger.

This difficulty was not so seriously felt two generations ago as it is now. In subjects like mathematics or grammar, an examination in the subjects which had preceded was, if well conducted, an excellent test of power to go on. This was particularly true when those examinations were conducted orally. An oral examination can be made a means of proving the degree of a pupil's grasp of principles, rather than the extent of his knowledge. But in subjects like natural science or history, which are taking a larger place in the distinctively modern courses of study, there is no such necessary connection between acquirement of what is past and power to go on with what is to follow. The pupil who passes a good examination in the facts of history may be conspicuously unfit, by his mental constitution,

to deal with political economy. The pupil who is familiar with the phenomena of descriptive science may be thereby hurt, rather than helped, in any subsequent attempt to master mathematical principles; because his mind has become so fixed on the details that he underrates the relative importance of deductive theory.

These evils are felt in some degree wherever we attempt to classify students on the basis of examinations, but they have conspicuous force whenever the student passes from one institution to another. Within the limits of a single school, of whatever grade, the principal can so arrange his scheme of promotion as to correct the results of examination by the application of other tests. In passing from the control of one authority to another it is very hard to carry any such policy into effect. The difficulty is seen at its worst in civil service examinations, where the tests which can be applied are very ineffective in determining the student's probable fitness for government work. I would not for one moment undervalue the good results brought about by the introduction of this system; but I think it is admitted, even by the friends of the system, that its value depends upon its effects in eliminating the grossly incompetent, who rely on political influence alone, rather than upon its accuracy in determining a candidate's probable usefulness as a public servant.

The same difficulty exists in but slightly



PRESIDENT ARTHUR T. HADLEY

less degree in the passage from the preparatory school to the college. Three distinct methods have been devised for meeting it: 1st, to make the range of examination questions wider, so that the student shall have every possible chance to show what he knows; 2d, to supplement the written examination paper by other tests, such as certified note books, objects produced by previous work, etc.; 3d, to depend on certificates given by the teachers who have previously had the candidate in their charge; thus taking the work of entrance examination out of the hands of the college authorities and relegating it to the preparatory schools.

The first of these methods helps the underserving student, who trusts to chance, quite as much as it helps the deserving one. The latter may do absolutely better on the long paper than on the short one, but he is liable to do relatively worse, especially if his competitor has been in the hands of a coach who is skilled in the cramming process. The second system is essentially a compromise, and has both the merits and the faults incident to a compromise system. The third method—admission to college on certificate instead of on examination—has many advocates. It has, however, disadvantages which have prevented it from being universally accepted, and which cause the general trend at this moment to be away from it rather than toward it. In the first place, it requires the colleges to decide whether the teachers are good or bad, trustworthy or untrustworthy; and it is more difficult to pronounce upon the merits of the teachers than upon the merits of the boys. In the next place, an examination system conducted by the colleges works as a stimulus to excellence in the preparatory schools. It has the merits as well as the defects characteristic of any competitive system. It may cause doubtful methods to be adopted in certain cases; but it brings out an amount of energy and initiative which are hardly to be obtained in any other way.

If each of these alternatives proves unsatisfactory, is there not some possible combination which may be suggested?

If we look at the requirements for admission to college we find that they fall into three classes: first, those subjects, like mathematics, or language in the narrow sense, which are required because the student must know them in order to go on with his sub-

sequent studies; second, those subjects, like specified books in foreign languages, which are required because the college authorities believe them to be desirable means of attaining such power; and third, those subjects, like descriptive science, or certain parts of history, which are required because the men in the secondary schools desire them and ask for the moral support of the colleges in promoting their study.

It is obvious that any attempt to put all these three classes on the same plane is an illogical one. A deficiency in the first group of studies may not properly be made up by excellence in the third. The pupil who fails on elementary mathematics has no place in a scientific school, and very little place in a good college, no matter what may be his acquirements in geometry and botany. Not only are the subjects of the first group the most vitally indispensable for the college, but they are also those on which it is easiest for the college to examine; those where the possibility of cram is least, and power to test principles in a written examination is greatest. Can we not divide our requirements into groups, letting the colleges examine on those which are tests of power to go on, and leaving the teachers in the schools to present certificates on those which are mere tests of attainment—especially if they are inserted in the scheme for the sake of the schools, rather than the colleges? This method would have the advantage of reducing the number of our college examinations—in itself an extremely desirable thing—of preserving a standard of equality which schools would compete with one another to reach, and of allowing at the same time the utmost possible latitude in the methods employed by different teachers to bring their pupils up to that standard.

The chief objections which are likely to be raised may be stated as follows: 1st, the attempt, which has been more than once made, to lay special stress on tests of power rather than on knowledge—for instance, sight reading of Latin and Greek authors, translation of English into Latin, etc.—has disappointed the expectation of its advocates; 2d, in the inevitable uncertainty attending the results of entrance examinations—due partly to luck, partly to the personal equation of the examiner, and partly to the varying physical conditions of the candidates—the substitution of a small number of decisive examinations for the

very great number now existing will cause some candidates to be unjustly rejected who, under the present conditions, atone for their deficiencies in some lines by indication of ability in others; 3d, the necessary withdrawal from the examination scheme of subjects like history, descriptive botany, or parts of the English papers, will serve to give them an apparently inferior position.

The first of these objections can be avoided by greater care in the arrangement of such examinations than has hitherto been exercised. The second objection could be offset by increased attention to the reading of each paper, which the comparative fiveness of the tests would render possible. The third, in the opinion of the writer, is based on what is only apparently a fault and really a merit.

It is natural enough that a master in a secondary school who has special ability in teaching science or history should wish for the opportunity to prove what his pupils can do in collegiate examinations. He will urge that if they are not given this opportunity to be examined, they will neglect the subjects in such a way as to do injustice to him and harm to themselves. It may seem hard to tell him that the apparent force of these arguments of his is based upon an overvaluation of the usefulness of his work to boys and girls who are going to college. Yet I believe this to be the truth; and if it is truth it should be told plainly.

I am not underrating the importance of these things in the scheme of secondary education. For the pupils who are going directly from the high school into practical life, study of history and natural science is indispensable. But if by including these things in the examination system, we give an artificial stimulus to their pursuit by boys or girls who are afterward going to college, I believe that we delay the advent of a reform in our school system which is of vital importance to us all. That reform will consist in the separation of our classes, both in the grammar schools and in the high schools, into groups that are about to finish their school days and groups that are preparing to advance further. It would be a false idea to assume that those things which are taught to the former group are thereby stamped with a badge of inferiority. Our system of secondary education has reached a point of achievement where it can stand on its own merits. Those in charge of it recognize that they have outgrown the stage where their best usefulness was found in being mere preparatory schools. Let us emancipate ourselves from a set of ideas which are but the remnant of a state of things which we have now outgrown. Thus, and thus only, shall we obtain the best preparation for college, and the fullest development of the value and freedom of our secondary education.

THAT BOY

BLANCHE M. FULLER, LITTLE VALLEY, N. Y.

NO doubt all of us have met with "That Boy." If we have not had him in our own schools and under our own discipline, we have seen him in other schools, and may have wondered how we would deal with him were he placed in our charge.

We find in him an interesting and puzzling type of childhood—the wild, careless, willful lad, who rules father and mother or, perhaps, who is utterly neglected and disregarded, with no home privileges or training, who cares for no one because he seems to feel that no one cares for him.

He is the child, who, when he first enters school, is prepared to do his worst because he knows of nothing better to do, who enters with the fixed purpose of carrying everything before him, who throws books and

pencils his first day, who kicks and strikes and exercises his authority in the way of screams and yells; and who, if reprimanded for his conduct, goes home determined to do worse the next day if he can. He is the one who, if not conquered at this age, each year grows more and more to be the terror of his schoolmates and the dread and fear of all his teachers; and we who are his teachers feel: "What a fine school to teach if it were not for 'That Boy,' and what *can* I do with him?" I believe, fellow-teachers, it is a question worth considering. Someone has said: Every teacher who succeeds in awakening a desire for better things in a young scapegrace deserves more praise than a thousand "hearers of lessons."

Before anything can be accomplished we

must have a personal interest in the pupil and show it. Does any teacher who has lived in this indifferent, selfish world need to be told of the inspiration that comes into the heart with the revelation of another's genuine, unselfish interest in her welfare? And we must bring this experience to the school-room. Is human nature one thing there and another in the outside world? The most wayward, trying child can be aroused and his better nature awakened, if once he is convinced that he is something to his teacher, and that she has a warm and vital interest in him.

We should next study the character in question before we try to act upon any definite measures. It would be as well to try to practice medicine with no knowledge of physiology, or to try a suit in court with no knowledge of the case as to try to teach a child with no knowledge of the child himself. Many children who are full of life and animation are made to hate books and school because their teachers do not take the time or trouble to study their dispositions. And we will find this boy a *study* when we try to detect his traits of mind and character.

He has usually a keen eye, a ready wit, a quick and active mind and an *active* body. Above all he has a soul, and if we delve down by careful study and tact into his innermost nature, we shall find there an abundance of kindness and love. Remember that we are dealing with a human being, and not an ever-moving, never-ceasing machine which he may seem. Shall we try to quell that restless moving spirit, to break that strong will, to silence that endless chatter, in other words to subdue him? I think not. We must not break the will or crush the passions, for those make up the child's personality, but rather encourage activity and strong spirit and then gain an influence with him that will enable us to guide him to higher life, higher education, and to make him a manly boy. There is one point here, I think we should remember. Let him be a boy before he is a man. We cannot have a perfect man without a perfect boy. We are too apt to look too soon for the *man* in the *boy*. So help him to be an upright, manly boy.

There is not a more destructive element than water, as, when not under control, it rushes and rolls over city and country leaving a wasted, desolate path, but would we

take away its power if we could? Certainly not. When guided by the river's channels or controlled and utilized by man's handicraft, it is one of his greatest aids in all forms of business and commerce. So it is with the other elements and so it is with "That Boy." We must try to develop individuality, to stimulate originality, and at the same time give him self-confidence and teach him self-control.

But how are we to begin and what are we to do, when that unruly spirit has led the boy to do something which nearly takes our breath and puzzles our senses? Coax him? That does no good. Command him? One may as well command a runaway engine. Get excited? We surely have excitement enough. First discover, if possible, what he likes to do, and quietly set him to work doing it. Part of the battle will then be won.

Then after we have led him to one or two discoveries which interest him, strive to have him use those quick, perceptive faculties in discovering things for himself. Many persons are of the number of those who, having eyes, *see* not. The right use of the sense of sight is secured by early practice, and no one element of education is more important. The power of close attention and critical observation once attained, a life-long progress is assured and a thousand delights offered for his enjoyment. For this we have many ways and means, and I think one of our best is nature study. This boy is just the one to become interested in birds and bees and bugs, in trees and flowers.

Then we must gain his sympathy, and give him the assurance that he has ours. It seems commonplace and perhaps sentimental to say "cultivate sympathy," and yet sympathy is one condition absolutely necessary for a life with others. A man or woman who has none of it can never be a true teacher. "The supreme object of education is the formation of worthy character." The agencies that determine this result affect the heart as well as the head, and unconscious influences often affect our lives as powerfully as those readily perceived. That which cultivates the taste, ennobles the affections and furnishes right motives of conduct, is sure to leave a decided impress upon our lives.

And, lastly, I believe that a factor which has much to do with a teacher's success or

failure is that of thought power. It is a recognized fact among scientists that a constant stream of mental influences is passing from one mind to another, and if this be true, if one enters a school dreading certain ones in it because of former misdemeanors, why does not that start a flow of destructive thought influence toward them that reaches them as surely as the air they breathe? Thoughts are wonderful things and perhaps their subtle power has much to do with the relation of teacher and pupil. We know that if we dislike or distrust a certain pupil how quickly he becomes aware of it, and how useless is the assumed kindness of manner and tone if our heart is not in it. Both teacher and pupil feel a hollowness that they cannot explain. One often hears

this complaint from an honest-hearted pupil or perhaps we have made it ourselves, "I have done everything in my power to get that boy's interest and good will, but I simply *can't* do it." Now perhaps one throb of genuine liking for some trait in that boy's character would capture him.

And so let us experiment a little with "That Boy" in this line. Try to have a real liking for him. Perhaps he has never known the joy and pride of being trusted and believed in. Study him in the true spirit of helpfulness, know and analyze his home life, discover his mental bent, and lead him, through these silent influences, to think, to feel, to love, to enjoy. It is the undercurrent of school life, the soul *current* that makes the outward life worth living.

THE BATAVIA EXPERIMENT IN INDIVIDUAL INSTRUCTION

SUPERINTENDENT BARNEY WHITNEY, OGDENSBURG, N. Y.

THE germ of the public school, as exemplified in the New England Primer and Webster's Spelling Book at the opening of the nineteenth century, has grown into the magnificent public school of to-day. The teacher and monitor of that day, who with meager acquirements and for a small pittance opened the school house doors, scrubbed the floors and taught the children, have been succeeded by a great body of teachers who have acquired a recognized standing in high professional attainments, which raises the vocation above the makeshift occupation of a few years ago; and has secured an established and reasonable compensation for their services.

An eminent French authority says: "Americans never count their money when their educational interests are under consideration."

"The United States has little to learn from school systems of other countries, either in management, method or aims."

The *Pedagogic Review* places the United States in the first rank among the nations who desire to instruct, and know how to instruct and educate their children.

These eulogies may be flattering to our pride, but are they merited? They certainly place upon the profession of teaching in this country the gravest responsibilities. It becomes us as teachers and educators to

scrutinize with extreme care our schemes of organization and management, our motives, our plans and methods of instruction, to see if they are in accord with the spirit and in harmony with the marvelous progress of the age.

The growth of knowledge, utilitarian views, social and economic science, and the views of the psychologist in educating through expression,—the influence of motor activity upon mind and character,—make it necessary to define anew the term education. "We have no more a constant and unchanging pedagogy than unchanging forms of society." The demands of fifty, twenty-five, fifteen years ago are not the demands of to-day.

An illustration is seen in the changed methods and aims in the college and university, and the greater demands made upon these institutions. Standards in these institutions are changing. They are no longer educating gentlemen, educating for the professions merely, they are training for business. Old methods are helpless in the march of events. For effective instruction in the subject of electricity alone a costlier outfit is required than for a great classical college of a generation ago.

Another illustration is seen in the giving way of the old psychology to the new. Modern experiments and investigations of

the physiologist have thrown new and clearer light upon this subject—the basis of all true training and education.

The public school must adapt itself to the tendencies of the age; it cannot create them. It must be in accord with the flexibility of American ideas and character and keep in touch with the people to whom it is responsible and whom it educates.

Yet quick as is a generous public to recognize the wonderful achievements in education, it must be admitted that a widespread dissatisfaction exists with the results of present day instruction.

It is admitted that the grounds of this dissatisfaction are not usually clearly defined and no adequate or satisfactory remedies are suggested; but this general and widespread dissatisfaction must rest upon some basis of fact.

These criticisms must not only be heeded but welcomed. The tendency of modern criticism is to find out the good and eliminate the poor; it is "constructive, not destructive."

It seems to me essential that we note and comment upon some of these complaints. To judge correctly of any scheme of organization, any plan of instruction, or experiment, it must be examined in the light of past experience and the present trend of educational views and practices. The facts and conditions should be clearly stated.

One of the most successful business men of thirty years' experience in Chicago, and who has served many years on the Board of Education of that city, recently made the statement, "that the young men who come from the ungraded country schools are worth more to the business men than the young men who come up through all the grades of the schools of Chicago."

A prominent business man of New York, a man of national reputation, has given expression to the same idea; and he made the further statement that students of higher institutions are "commercially inefficient," not because culture injures practical capacity, but because some of the social and economic tendencies of these higher institutions mislead the students to what the world expects of them and are at war with sound practical judgment,—common sense.

These individual instances may be assumed to represent the views of the great body of business men.

The medical profession are practically

unanimous in their condemnation of the conditions and requirements of the public schools.

The gulf between the primary school and the high school occasioned by a lack of knowledge of grade work by high school teachers and by the misconception that instruction and methods materially differ in these schools, and emphasized by such opinions as are held by some school men of high standing, is a most serious evil. What is to guide the teacher? This, and this only,—a knowledge of mental action, the way in which the mind acquires truth—gains knowledge. This process is essentially the same from the kindergarten to the university. The approach to the mind may differ, the mental action never.

The process of teaching must correspond to the process of learning. Analysis, synthesis, generalization; perception, conception, retention, is the order. The teacher's special function is to lead pupils to form true precepts and concepts.

All thinking is based directly or indirectly upon images, but these must be images of things, not symbols of things.

The demands of the college upon the high school, of the high school upon the elementary school are causes of the loss of individuality of the pupil.

Unsatisfactory courses of study; the schemes for promotion, for graduating purposes rather than for training, causing excessive demands upon pupils; exalting knowledge above character; the subject, the course of study above the pupil; acquiring examination standings above a mastery of the subject; substitution of examination for education; mistaking cramming for training; the dominance of generalizations, abstractions, definitions and formulæ, when pupils have little power to generalize or for abstractions, and little ability to see the things defined or to distinguish between the statements of operations used in the solution of questions and analysis which is discovering facts, elements, and seeing their relations; enforcing deductions by mechanical forms and set rules; stating the results of investigations without the investigations; inverting the order of nature by putting the abstract before the concrete; treating the pupil as a receptacle to be filled rather than a being to be developed;—these and many other defects are urged.

Another question in which there can be

no diversity of opinion is that of a hundred children who enter the primary schools, in most localities not more than eight to ten find their way into the high school; and of these not more than 8% or 10% graduate from its courses. What has become of the ninety or ninety-two, or of the 90% or 92%? Many, far too many, are in the ranks of the discouraged, driven from class and from school by unreasonable demands, false standards, unpedagogic instruction occasioned largely by the system of class or mass instruction that constitutes the sum total of public school instruction.

Compare the number of pupils entering the primary grades with the number leaving the grammar grades, or found even in the middle grammar grades, and the same unfortunate conditions are found and are the results of the same causes.

The introduction of the graded school system, a necessity perhaps, has brought with it the most serious evils for which no adequate remedy has yet been found.

Quick response to the demands for enlarged qualifications on the part of the teacher has only revealed in clearer light the difficulties of school training. What to do with the bright pupils seems not to be a question of special concern; but what to do with the *so-called* dull pupil, the laggard, the stupid, is a problem that awaits solution.

Various plans have been devised and experiments made to meet the needs of this very large class of pupils.

Intensifying the work of teacher and pupil has been tried with the result of increasing the difficulties.

Enrichment of the courses of study and shortening the time for completing the courses to meet the needs of the brighter pupils have also been tried.

The most noted of these is the so-called Cambridge experiment, under the lead of Superintendent Cogswell, President Eliot and some of the professors in Harvard University. The enrichment of the course of study consisted of the introduction, in the upper grammar grades, of physics, algebra and geometry.

A six years' course for the brighter pupils running parallel with the eight year course for the average pupil was provided in the grades of the city schools.

The defects in this experiment were that instruction in physics was mainly labora-

tory practice beyond the capacity of the pupils, the instruction in algebra was too abstract, there was too much generalization, the instruction in geometry dealt mainly with geometry as a science instead of teaching inventional geometry and treating it in the concrete; in other words, the work was gauged to meet the requirements, or to make preparation for admission to Harvard, rather than the adaptation of the work to meet the capabilities of the pupil. The shorter, six years' course, intensified the difficulty by forcing immature pupils into the high school.

The experiment of exclusive individual instruction by Superintendent Search in Boulder City attracted attention of educators the country over. So much was claimed for this experiment, the apparent results were so satisfactory (yet deceptive), that the Board of Education of Los Angeles elected Professor Search superintendent of their schools and gave him a clear field for the introduction of his system of instruction. Class instruction was discontinued. The experiment lasted two years. The results were so disappointing that the entire system was abandoned and exclusive class instruction was re-established in the schools.

The Fitchburg idea, or experiment, is receiving much thoughtful attention and has been carefully pursued in the schools of that city for the last three or four years.

It consists of providing ungraded classes or rooms, the best teachers are placed in charge of these classes, in which any pupil in any grade may at any time be placed, viz., when found too bright or too slow for the grade he is in. On the same day a boy at the head of his class and the boy at the foot may be sent to the same ungraded room together. The brighter to be taught in advance of his grade so that he may be placed in the next grade without skipping any of the work in the course and still gain a year. At the same time the slow boy is aided where he most needs help and returned to his class without loss and is no longer at the foot of his class.

In the high school last September twenty-seven pupils who would not otherwise have gone to the high school were put into a special ungraded room. The most skillful teacher was put in charge, who soon found where the strength of these pupils was, put them into the regular classes in

those branches for which they were fitted, aided them in the subjects in which they were weak, so that not one of them lost the high school course nor any time in getting into the high school.

But the experiment that has attracted the most attention and is viewed with the greatest favor is the method of individual instruction combined with class instruction as practiced in the schools of Batavia.

This experiment is not the result of a premeditated or thoroughly wrought out plan; but an accident.

A primary room was overcrowded. It was thought unwise to ask for the erection of a new school building. To meet the emergency, it was suggested that an additional teacher be employed to give individual instruction during the entire time while the teacher in charge devote her entire time to class instruction. The results were satisfactory beyond all expectation. The plan worked so admirably that as additional rooms were overcrowded an additional teacher was provided, the same plan being pursued, until six teachers are now employed in as many rooms for the same purpose.

Immediately dull pupils and laggards came to the front. The schools so equipped were surpassing all others. It was decided to take another step, or to apply the experiment still further. In all rooms with a single teacher the time given to class instruction was lessened one-half; the teacher giving one-half the time to individual instruction and one-half to class instruction. This experiment seems to prove the corrective of most of the evils of graded class instruction. Slow and dull pupils are practically unknown. The third step was applying the same plan to the high school, so that now in all the schools, primary, grammar and high, individual instruction receives one-half the time and class instruction one-half.

PRACTICAL LESSONS TO BE LEARNED FROM THIS EXPERIMENT.

One who reads broadly and thinks clearly recognizes that individual instruction is in the direction of the present movement of education, viz: "*Constructive individualism.*" It is the individual to be trained, not the mass—not mankind.

"What can you do?" is the question every American student must answer as he leaves

the school and enters the arena of life. More and more will the demand be what is the individual good for, and how best to adapt instruction and the course of study to make the most of him. The teacher must meet this demand.

It is claimed that individual instruction eliminates practically all the pressure and overstrain of school work that is so serious both to children and teachers.

It is urged that it eliminates about all the worry that upsets the nerves and health of both children and teachers; and that it carries sunshine into the homes where threatened children carry their burdensome tasks to worry and torture parents.

It is also claimed that individual instruction eradicates from the schools practically all the dull pupils, the stupid, the laggards; and that the bright pupils find it is all they can do to keep in touch—to keep up—with the heretofore slow pupils.

It is said that by this plan the number of pupils completing the grammar grades and that enter the high school and complete its courses are largely increased over the old plan of exclusive class instruction.

It will be observed that the fatal defect of the plan of Superintendent Search was exclusive individual instruction. Class instruction furnishes a discipline that cannot be obtained in any other way.

Superintendent Kennedy's plan secures all the benefits of individual instruction without sacrificing anything that is valuable in class instruction. It also carries the plan into the high school, while the Fitchburg plan does not.

Indeed, Superintendent Kennedy and his teachers believe the efficiency of class instruction is greatly increased.

They no longer regard their effort as an experiment, but as an established plan of work.

It is my opinion, based upon careful observation, that school recitations are generally too long; especially is this the case in the grades, tending to listlessness and dullness where alertness should characterize the work of pupil and teacher, weakens attention, producing sluggish and inaccurate thinking, stimulating a tendency on the part of the pupil to rote and on the part of the teacher to impatience and harshness.

A glance at the chief aims of the recitation and individual instruction, and the

special function of the teacher in each class of work will throw light upon this discussion.

It will be admitted that the purposes of the recitation are to bring to bear upon the pupil the spirit of emulation, to get the stimulus of numbers, to get the benefits of many points of view, to give breadth to the teachers' work, to economize instruction.

The special aim of individual instruction is to remove discouragement and promote self-confidence in the pupil.

The special function of the teacher in the recitation is to test the quality of preparation and to enforce thoroughness.

The special function of the teacher in individual instruction is to discover the pupil's individual characteristics and needs, and to place the truth in such relation to his mind that he can discover the truth for himself, to quicken his powers by causing him to make precise and definite use of them and to render him special assistance in overcoming his greatest weakness, *untrained attention*.

The teacher's work in this instruction is determined by the difficulties of the individual pupil.

It is claimed that a pupil by means of individual instruction soon acquires a greater power in class instruction; in other words, "individual instruction tends rapidly to its own elimination."

It is also affirmed that by the method pursued teachers acquire greater power in class instruction and accomplish more in the limited time given for recitation than in the time given for exclusive class instruction.

The plan economizes expenditure of money. Had not the experiment been tried, the Board of Education of Batavia would have been obliged to erect an additional school building and to provide for its maintenance. It has already saved, in taxation, 20 cents on the one thousand dollars assessed valuation, and yet secures results far more satisfactory and vastly superior to the old plan.

From my view, the secret of success in individual instruction lies in the fact that the teacher by personal contact with the pupil discovers his peculiar qualities of mind, his weakness and his strength and, in consequence, is able to adapt his instruction so that the pupil is enabled to see the truth for himself, to awaken in him the con-

sciousness that he can discover and know for himself, to place before him a strong and definite purpose, to awaken within him a consciousness of and a confidence in his own powers. In short, to awaken in him a new life; and he will accomplish in a few months what he has been years struggling to accomplish to little purpose. Slowness and stupidity will no longer characterize him and he will outstrip the brightest pupil in the struggle for an education.

The most serious difficulties to be overcome in this reform movement are the conservatism and prejudice of teachers, the influence of traditional customs and established forms of organization and instruction.

It is too generally assumed that educational reforms originate with the teaching profession and are wrought out by it.

In the language of another;—"We forget that we are, probably, not great men, that our thinking is hired thinking and, in consequence; perhaps, not the best thinking."

We overlook the history of the past and fail to see the movements of the present.

Our vision is thrown into the false perspective by our nearness of view. We give little heed to the forces without and fail to recognize that most reforms are due to influence and conditions outside the school, over which the teacher has little control.

Public kindergartens are of recent origin and are due to no efforts of the teaching profession. They were opposed by the public school teachers as an unwarrantable interference and harm to public school teaching; and stubbornly resisted by the kindergartners themselves who could see no good in the kindergarten except in its entirety. The kindergarten was introduced into the public schools in spite of the teaching profession.

The present trend of education through expression—that mind and character are developed in proportion as the motor activities are given free play—is due to the philosopher and not to the teacher.

The French authority already quoted says: "In the United States, drawing is king." Drawing in the schools was the immediate result of the Centennial Exposition of 1876. The first systematic instruction given the teachers in this part of the state in this subject was by the lamented Dr. French at a St. Lawrence County

Teachers' Institute held at Gouverneur twenty-five years ago. It was the Walter Smith system imported from London—the result of the International Exposition of 1851—out of which the present system of drawing has been evolved. It has in a quarter of a century become one of the most important branches of school education. It was introduced into the schools of this country by the influence of manufacturers and business men of Massachusetts.

At a national convention of school superintendents, eleven years ago, I listened to one of the most specious, unfair and prejudiced arguments against manual training in the schools by two of the most noted and reputable school men of this country. In less than five years they became warm advocates of manual training in the public schools both upon sound educational principles and for its practical value. To influences outside the schools is due its present established incorporation into the public school system and not to the teaching profession.

The George Junior Republic at Freeville, established for the homeless, and for outcast and vicious boys and girls, is destined to furnish a remedy for the conspicuous failure of reform schools, jails and workhouses to meet the conditions and needs of this unfortunate class.

It teaches self-government by allowing the citizens of the Republic to elect their officers in the same way as are our high officials, and to maintain all departments of government as do states, and to make and execute their own laws under proper guidance.

It teaches self-reliance by furnishing the means to earn, and by requiring pupils to pay their own living expenses; and by experience, they learn the dignity and necessity of labor and the value of practical thrift. Each citizen is made to understand;—"If he will not work, neither shall he eat."

It is one of the greatest experiments of modern times. It has received the unqualified endorsement of eminent educators, philanthropists and business men. It has assumed the dignity of national importance.

A National Junior Republic, based upon the George Junior Republic, has been established by prominent men and women of the cities of Washington and Baltimore, with a view to the establishment of similar insti-

tutions in every state. Its business management is in charge of twelve men—trustees—who are receiving the active coöperation and support of eminent men and women in several states.

Senator Mason says: "The Junior Republic is the first *real* republic."

The conception of this republic and the successful working out of the plan is due *wholly* to a young business man reared upon the farm.

But I need not multiply instances.

Cranks are not, necessarily, an evil.

Fads are, or may be, of great benefit.

Again in the language of another;—"Better be a faddist and receive criticism for enterprise and originality, than to be a drone and escape criticism."

THE QUESTION

However the battle is ended,

Though proudly the victor comes
With fluttering flags and prancing nags

And echoing roll of drums,
Still truth proclaims this motto,

In letters of living light—
"No question is ever settled
Until it is settled right."

Though the heel of the strong oppressor

May grind the weak in the dust,
And the voices of fame with one acclaim

May call him great and just,
Let those who applaud take warning,

And keep this motto in sight—
"No question is ever settled
Until it is settled right."

Let those who have failed take courage;

Though the enemy seems to have won,
Though his ranks are strong, if he be in the **wrong**

The battle is not yet done;
For sure as the morning follows

The darkest hour of the night,
"No question is ever settled
Until it is settled right."

—Exchange.

ONE can no more prevent thought from recurring to an idea than one can the sea from returning from the shore; the sailor calls it the tide; the guilty man calls it remorse; God upheaves the soul as he does the ocean.—*Victor Hugo.*

SCHOOL MEN OF THE HOUR

SETH LOW, LL.D.

(For portrait see front cover)

It seems almost a work of supererogation to write for educational readers a sketch of the career of Seth Low; yet it often happens that the life and deeds of some of the nation's leaders, whose names are household terms, are not as well known as might be supposed.

For this reason, and because of our plan, as time and circumstance permit, to provide our readers with sketches of the heads of all the educational institutions in the great State whose name this magazine bears, we carry this month a portrait of the distinguished president of Columbia University, and attempt with our feeble powers—and we fear but scantily—to describe the man and his work.

As will be seen below, Seth Low comes of a family of merchants, and was one of the earliest of that class of men who, though destined by their parents for a commercial career, received the advantages of a college education. In his business career he gave evidence of the clean-cut, thorough and effective methods that have made his university administrative work the success it has been. Throughout his business life he retained his interest in affairs scholastic, and when, in response to the demand of public sentiment, he was elected mayor of Brooklyn, he brought to that position a knowledge of business methods, a mind broadened by wide reading and study, and a culture and world-wide point of view as to civic affairs rarely possessed by incumbents of such positions. His political career in Brooklyn and New York appears in the facts detailed below.

After his retirement from the responsibilities of municipal administration, and while engrossed in the management of his private interests, the proposition came to him to accept the presidency of Columbia College. The proposition itself was a compliment—the presidency of a college in such a large city, one with such an honored name, coming to one thus far known mostly as a business man with some activity in political affairs. The idea of a business head for a university was not so generally accepted then as it is to-day. If the offer was a com-

pliment to him, its acceptance by such a man was no less unique and praiseworthy. For a merchant prince, with at least a million dollars behind him, to give up his natural and acquired opportunities for amassing wealth, to resign, in a measure, his political activity, if not prospects, which it seemed at the time he would have to do, was much in itself; but, in addition to this, to accept the serious, often disheartening, and at that time peculiar task for a practical business man of taking the management of an honored, but somewhat languishing college, without anywhere near the resources necessary for the work such an institution ought to do in a great city, was an act of self-sacrifice which, it is pleasant to record, was generally understood and appreciated.

The work of revivifying and building up Columbia was particularly difficult for two reasons: In one sense it would have been easier to start a new institution, which would not be handicapped with the record of having practically stood still for years, in numbers at least, as compared with the numerical progress of many other similar institutions. Further, to do its regular college work well, and to do the special work that such a city institution must be expected to do, Columbia required much more money than it takes to run an ordinary rural college.

Nothing daunted, however, President Low undertook the task. At the outset he planned largely and broadly. There were many who had misgivings as to the probability of success, even in time to come, not to speak of the immediate future. The teaching work was to be modernized, amplified, enriched. The university departments were to be gathered together; new buildings and grounds must be secured for this purpose, and all details of these changes must be looked after and that friction overcome which would naturally arise out of the consolidation of the various elements that nominally made up Columbia University. The early years were years of anxious labor and trial and uncertainty; doubtless many of them were years of bitter disheartenment. At one time, when the finances appeared

most inadequate, with the pluck and boldness of the successful business man, he gave to the university the large part of his own private fortune for a library, which should be the nuclear institution in the whole group of associated educative forces that were to make up the university. This act gave added means and equipment to the institution, increased the confidence of its friends, and brought it new friends and helpers. The result of all this is, that to-day Columbia University ranks for scholarship and work with Harvard and the University of Michigan. So also in numbers. In equipment and in variety of educational opportunities afforded, it is excelled only by Harvard, if, indeed, by any; and its growth as a university has but seemingly begun.

Located on beautiful grounds in the choicest part of the greatest city in the world, with all its buildings modern, and planned according to the latest ideas for the special purposes they are intended to be used, the teaching corps equally modern and efficient, with a support sufficient for its working needs, with a yearly growing income and an annually increasing patronage and prestige, with opportunities for special work afforded by few other institutions anywhere, and with local opportunities and conditions that contribute materially toward the making of the ideal professional university, the future of Columbia is not only assured, but its possibilities cannot be measured, let alone described.

It is not too much to say that this is in the main the work of the merchant, scholar, and civic leader, who heroically accepted the task of working out this magnificent contribution to American institutional life, with a clear vision of what was possible, with a definite aim as to what he intended to do, with strong confidence in the possibility of its accomplishment, and with resolute faith that such an institution would meet with the appreciation and support of American intelligence.

Seth Low has been president of Columbia University since 1890. He was born in Brooklyn January 18, 1850; prepared for college in the Brooklyn Polytechnic Institute; graduated from Columbia 1870, receiving the degree of LL. D. from the University of New York and Harvard College in 1890. He began a law course after graduating, but discontinued to become a

clerk, and later a partner, in his father's tea importing house. He was mayor of Brooklyn from 1881 to 1885, being elected on an independent ticket. He was an unsuccessful candidate for mayor of Greater New York in 1897. He is president of Archaeological Institution of America, and has been vice-president of New York Academy of Sciences.

ROBERT C. PRUYN

THE Legislature has deviated from its custom of the past two decades of selecting as regents, newspaper editors, clergymen or medical doctors, and has chosen to succeed the late Hamilton Harris, a banker and financier, Robert C. Pruyn, of Albany.



ROBERT C. PRUYN

While Mr. Pruyn would probably smile at being included in the list of "School Men of the Hour," it is none the less true that the personnel of the Board of Regents, and of the new accessions thereto, are always of interest to school men outside of the State as well as to those within its borders.

Mr. Pruyn is a type of the twentieth century financier and man of affairs. Bred in affluence, given every advantage that money, education and travel could provide, he started out to take care of the interests that came into his hands, and naturally if possible to improve and add thereto. In

this he has been highly successful, being at the present time the president of one of the strongest banks in the United States, a large shareholder in the various surface roads and electrical interests of eastern New York, and likewise prominently interested in commercial and financial affairs in the great metropolis itself. The attention these affairs have required has never seduced him from that interest in society, letters, travel and recreation, that are at once the necessity for and the mark of the well-balanced and high-bred man. Consequently we find him with his Adirondack "camp," a temperate but real interest in the highest social life in the Capital City, frequently enjoying the broadening and recreative influences of travel, and an active participant and patron of the more approved forms of physical exercise.

There is a special fitness as well as a bit of sentiment in Mr. Pruyn's selection as a regent because his maternal grandfather, Gerrit Y. Lansing, was Chancellor of the Board of Regents from 1849 to 1862, and John V. L. Pruyn, who succeeded him and

was Chancellor from 1862 to 1878, was a near relative also.

Mr. Pruyn will bring to the Board of Regents a knowledge of business affairs and procedure that cannot but be helpful. Secretary Parsons was certainly born under a lucky star, if one is to judge from the good fortune that has come to him in having as a local council for conference and advice three such men as Dr. Albert Vander Veer, Bishop William C. Doane and Robert C. Pruyn. Few if any university heads throughout the country are similarly blessed.

Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng,
But in ourselves are triumph and defeat.

—Longfellow.

CARVE as we will the mysterious block of which our life is made, the black vein of destiny constantly reappears in it.—*Victor Hugo.*

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

HELPING—NOT JUDGING

To sit in judgment on our fellow-man

Is awkward work, if we the truth confess;
For though with eyes severe his deeds we scan,

Brought to the bar of our self-righteousness,

How well we know that every fault we find,

The folly, weakness, guile, and evil shown,

Have equal place firm-stationed in our mind,

And that the sin we punish is our own.

There's but one human way—or weak or strong,

Standing or stumbling, as the chance may be,

Oh, kinfolks, hand in hand, let's grope along,

Helping and being helped in our degree;

The road is weary and its perils great,

It is not ours to make it wearier still;

We need love's kindness. Judgment can wait

Till at the end the Master speaks His will.

—*Ripley D. Saunders in St. Louis Republic.*

THE boy without a playground is the father of a man without a job.—*Twentieth Century Club, Boston.*

I do not care to ask what branches my daughter shall study, but only to whom I shall send her to be taught.—*Ralph Waldo Emerson:*

No one who is afraid of crudeness will ever accomplish much. Anybody can polish details to perfection, but only the heroic can develop art in the rough. The ideal must first appear in outline.—*Col. F. W. Parker.*

Do you desire criticism? This is well. You will not be apt to stagnate in old ruts. Are you learning to criticise yourself in a wholesome, impersonal manner? This is better, much better. Continue this line of study, and you will soon make great strides over the road to progress and improvement.—*Educational Exchange.*

LESSEN the number of saloons by increasing the number of cooking schools. The army of saloon patrons is largely made up of men and women whose health and strength are impaired by badly prepared food.—*Public School Journal*.

AFTER a battle that has raged for months the Central Labor Union has won free books for Cleveland public school pupils. The change will cost \$40,000, and the books used by the students of one year will be used by those who follow. This use of second-hand books will not be obligatory when parents prefer to buy new books.—*Public School Journal*.

THE smaller the child is, the larger are the words used in discussing his condition. For instance, at the annual meeting of the International Kindergarten Union, Chicago, April 10-12, Dr. Arnold Tompkins is to discuss "Egoism and Altruism as Organic Aspects of Education." Brethren and sisters, can we not put our texts in such plain Saxon that even the man on the street can understand them?—*Western School Journal*.

"I AM thoroughly tired of all the talk about mental discipline. I left Yale College in my junior year because I was disgusted with that sort of thing. It was Latin and Greek—the embryos of all learning. It was so much embryo that nothing was ever hatched. I thought it wrong then, and I think it wrong now. The best education for the child, as for the college man, is that which links the school work with the child's life. That is the education that teaches."—*Dr. William T. Harris*.

I HAVE always held that it is good business to pay women teachers generously. If they can live in comfortable homes, dress well, and enjoy the best advantages of modern civilized life, and not be all the time conscious of an inferior position, they will work better, and happier, and longer, and the public is the gainer. The same is just as true of men.—*President Charles E. Robertson, School Board, Brooklyn; Chairman Finance Committee, Board of Education, Greater New York*.

SPEAKING of manual training and its beginning in high schools, Colonel Parker said at the Chicago meeting, "That's the way with us—we always begin at the wrong end."

But the Colonel surely has observed that everything on this earth worth having comes from above. The sunshine and the rain, divine light and hope and consolation descend on us from on high. Even the common school came down to us from the university. Look aloft, Colonel!—*Western School Journal*.

INDIVIDUAL instruction is not an end to be attained, though it may often be the means to an end. We have been struggling for half a century to abolish the rural district school through centralization, transportation, and otherwise, not because there was not individual teaching there, but because there was too much. The class lends itself to enthusiasm, to inspiration, and we must be constantly on our guard lest talk of individualizing work shall rob the school of the virtues of class work. The tendency and danger to-day is to make the book everything and the teacher nothing. The book lends itself so easily to a course of study as to make it dangerous.—*Superintendent Thomas M. Balliet*.

WHAT perfected form will the kindergarten take on in the future? Changes no doubt there will be on every hand, but predictions as to their nature are futile, since many modifying circumstances will intervene of which we cannot even dream at present.

Yet are we always permitted to indulge in hopes, and among the uppermost desires of all may be found: improved sanitary conditions to promote healthier physical growth; teachers fitted by nature and education to enter into the heart of a little child and help him "unfold his essence;" materials to serve as means rather than ends; recognition of the fact that the child lives both within and without himself, so that science and art, fact and fancy, the real and the imaginative, must touch his life, each ever supplementing the other.—*Caroline T. Haven, President International Kindergarten Union*.

THE French minister of public instruction has recently addressed to the rectors of all classes of schools throughout the country a circular in which he urges them to renew with all possible energy their efforts to spread the anti-alcoholic faith. "I wish," he says, "that it should take an official place on our programs on the same footing as grammar or arithmetic. Short lessons and lectures well supported by facts and figures should be organized in addition to the regular work in all our public educational establishments." Examinations in temperance are to be in primary and secondary schools. The misinformed persons who are constantly telling us that the free use of liquors is conducive to temperance should "read, mark, learn, and inwardly digest" the words of the French minister.—*Exchange*.

SPECTACULAR graduating exercises will be a matter of history in the Chicago public schools if Superintendent of High Schools A. F. Nightingale has his way. He has recommended that the board of education taboo the practice; that the big functions be abandoned and that simple but impressive exercises be held in the various schools. The large expense occasioned by the holding of elaborate graduating exercises in the Auditorium, Central Music Hall, the Y. M. C. A. Hall and other public auditoriums is the primary cause of the agitation against the practice. Superintendent Nightingale contends that the big display heretofore made on the occasion of graduation of eighth grade pupils has had a detrimental influence. He argues that such occasions have had a tendency to make the public feel that they have reached the limit and that further schooling is unnecessary.—*Exchange*.

THE University of Michigan, by the action of its Faculty and Board of Regents, has voted to confer the degree of A. B. on all graduates of the literary department, beginning with June, 1901.

The tendency of the day is plain, and the idols and traditions of the past must fall.

It is another blow at the supremacy of the ancient languages, and more strictly than ever they must take their places in the educational curriculum without favor or advantage.

We may regret it, but we cannot stay it. Every man coming out of the university after four years' work in the literary department is henceforth a Bachelor of Arts, and the name gives us no hint beyond that. He may have studied Greek and Latin or he may have never looked within the covers of an ancient classic. By other means than his degree we must discover what his line of work is.—*School Record*.

PROF. F. W. SMEDLEY, of the child-study department of the Chicago public schools, thinks he has made an important discovery in relation to intellectuality and the use of the left hand. Experiments which he has made tend to show that right-handed children are the brightest. He has found that a large percentage of the boys at the John Worthy School practically are ambidextrous. Pupils whose speech is affected and who find difficulty in articulating are most often left-handed. The explanation is that the right hand is controlled from the left side of the brain and the left hand from the right side of the brain. Speech is controlled by the right side of the brain. The overdevelopment of one hand or the other is thought in this way to affect the speech. Professor Smedley is guarded in his statements, saying that it will take a long time to work out the problem, if it is ever solved, of the connection between the hand and the brain.—*Chicago Report on Child-Study*.

THE normal schools, which are directly under the care of the board, are reported to be doing their work well, but it is held that still greater effectiveness could be secured by supervision. A supervisor of normal schools is therefore asked for, who shall also have charge of the State examination and certification of teachers. This is a capital recommendation and should be promptly acted upon. Michigan has shown the way by putting Dr. Albert Leonard at the head of its normal school system. Every State which has more than one normal school needs just such an officer. Separate normal schools, especially when managed by local or resident trustees, tend to become not State institutions in coöperation, but local academies and training classes in competition. Only the strongest and most determined principals can make headway under

such conditions. A State board of control and a special supervisor of normal schools, however, ought to bring order out of chaos and coöperation out of competition very speedily. We trust that Massachusetts may soon have such an official, and that he may take rank in dignity, capacity, authority, and compensation with the leading educational superintendents and administrators of the country.—*Massachusetts State Report*.

EMPEROR WILLIAM'S activities are not confined to making speeches which his ministers find hard to explain, to showing the "iron hand" in China, or to strengthening his army and building up his navy. The schools of Germany are coming in for a share of his attention. A number of changes in the course of study are either promised or announced. A recent decree from him regarding the reform of the higher schools provide that, in consequence of the importance attaching to the English language, special attention shall be given hereafter to this branch in the gymnasia, where it is made equal with Greek in the under classes, and shall displace French as an obligatory study in the upper three classes, French being made optional in the latter. Special emphasis is laid in the decree upon the importance of speaking the modern languages taught, and the reform plan contemplates also more attention to Latin.—*Normal Instructor*.

It is as unfair to credit to the schools and teachers all the success a boy or girl may achieve in after life as it is to charge up all the failures to the above source. The influences of the home life and habits and of the social life and habits have each their share in making or marring the character and life of the pupil. The teacher has a large share in forming the character of the boy or girl under his care, but the work is not all his. He should neither claim nor accept such responsibility. The observant teacher can at once detect the good or evil effects upon the boy or girl of home and social influences. It is one of the highest duties of the teacher to correct and counteract the bad or evil tendencies in his pupils and lead to higher ideals and nobler aspirations. The teacher must teach much more than the text-books.

His influence must be felt in the formation of character that shall make for good citizenship. To fall short of this is to fall far short of the highest duty and the grandest privilege.—*Missouri School Journal*.

DENNIS MALLOY, of the Chicago police force, in addition to the performance of his duties as a policeman, is doing full work in the Englewood High School. This is his program for the day: From 9 o'clock until 2:30 daily he is at his desk in the Englewood High School. Straight home from school he hurries, the afternoon session completed, and most of his home studying is accomplished by 4 o'clock. Promptly at that hour he retires to rest. Rising at 10:30 in the evening, this man who leads a double life goes straight to his work. From 11 o'clock until 6 in the morning he patrols his beat, which lies in Englewood. Twenty minutes for breakfast and he is busy again until 8 o'clock. Nine o'clock, a little earlier sometimes, finds him once more ready for the work and study of the day. James E. Armstrong, principal of the Englewood High School, declares that Mr. Malloy's work is uniformly excellent, and quite above the average grade. In this statement he is borne out by other instructors under whose direction the young policeman-student has worked.—*School Record*.

Do not forget, father, that the object of education is not learning but ability. True, the educated boy has learned something. He has gained a knowledge of language and science and art and history and mathematics, but he has learned how to study, how to think and how to acquire knowledge, which is far more important. He has learned how to gain more and important knowledge, and how to turn it quickly to practical account. He has gained from teacher and books and study and schools and scholars that mental training and moral discipline which is life's best power—we call it character! There must be hewers of wood and drawers of water. The supply will equal the demand. As the merchant is more than a salesman, the mechanic more than a carpenter or plumber, the engineer more than a surveyor, the agriculturist more than a digger in the soil, so, if you want your boy to be that something more, keep

him, if possible, a little longer at school—as long as he is hungry for knowledge, and making good use of time and means. It means sacrifice for you, but it is growth and power for him and he will repay you for it all an hundredfold! Yes, keep him at school.—*Self-Culture*.

SIR JOSHUA FITCH, who is as well known in the United States as in England, has been pitching into military drill in schools in a wholly admirable fashion. He is not deceived as to the basis of patriotism, and refuses to find it in bugle-calls and drumbeats, in cannon and sword, and all the paraphernalia of war. He adds:

"On what does true patriotism depend? On a rational and affectionate recognition of the privileges we enjoy as citizens of free England; on the sentiment of gratitude to those of our fathers whose efforts and sacrifices have won these privileges for us; and on a strong desire to live such lives and do such work as shall show us to be worthy of our great inheritance. In this sense lessons on patriotism form an essential part of the education of an English citizen. But there are spurious as well as genuine forms of patriotism. It is not, for example, a necessary part of it to exult merely in the lust of conquest or in the display of power. Still less does it demand on our part an approval of all the wars in which the government of the day may happen to engage. With the memories of Chatham, of Burke, of Fox, of Bright, and of Gladstone, as factors in the history of England, no one can seriously contend that grave censure of a popular war is necessarily unpatriotic.—*Educational Review*.

To our readers who are worrying over the fact that they have not read the book of the day, we say you have missed very little. Those that are devoted to such books we urge to go back without prejudice to some of the standard writers of fiction and calmly judge if their supremacy is not deserved. If you want kindly satire on the showy things of life go to Thackeray; if you want to laugh and weep with everyday people go to Dickens; if you want to be carried away into the realms of imaginative romance go to Dumas; if you are prepared to see heartless humanity coldly dissected go to Hugo;

if you want history made real with the breath of life go to Scott; if you find the simplicity of the woods and waters congenial go to Cooper or Defoe. These and a dozen others, masters beyond question or quibble, offer you a boundless sea on which to launch your fancy, a sea from which the regulation novels of the day are but the spume and froth. True literature is not a continuous product; it comes in eras only. This has been shown time and time again in the history of the world. We all hope that the season will come when our novelists will produce a crop of true novels, but the time seems unpropitious now. The novels of the day, so far as we have sampled them, are "nubbins," though we realize that there are many people who find them juicy and satisfying. Books have to be sold to some one.—*Pathfinder*.

FOR a mixture of wit, wisdom and humor we commend the sayings and doings of woman clubs. At a meeting of the New York City Mothers' Club last month Mrs. John F. Trow said decidedly: "Well, I firmly believe in the rod for the small child." The mothers sat like accusing statues. "Up to the age of four years," continued Mrs. Trow, "nothing else appeals to the child. Either the rod or its substitute, the efficacious slipper. That was what I used with my two boys. I found it entirely satisfactory." After the age of four the speaker advocated methods of reason, making a few fixed laws and keeping to them, telling the truth to a child and exacting truthfulness in return and winning the child's confidence. "I should like to know," said Mrs. Emma Atkinson, adding her testimony to the accumulating data of infantile crime, "if any one can tell me what to do with a baby that cries all the time at home, but when taken to its grandmother's or its aunt's, behaves like a cherub." This was a poser. Mrs. Harry Hastings came to the rescue with the cure of a Brooklyn father, who had shortened a night vigil with his wailing offspring by a desperate experiment. He sang a song into a phonograph and made more noise than the baby. The astonished infant paused to listen, and it worked to a charm. "What would you suggest," demanded the sufferer of Mrs. Sarah Marie Harris, the president, and an authority on child nature. "I—er—

would have to see the child first," was the diplomatic reply. Mrs. Hastings cautioned the mothers to rid their minds of rambling inaccuracies, to check emotional tendencies and to stop reading twaddle as steps toward good motherhood.—*Public School Journal*.

I HAVE been connected with the schools of this city for nearly a quarter of a century. As to school management in general during that period, from the standpoint of principals and teachers there has been an improvement that is truly remarkable. The word "discipline" as we formerly understood it has practically disappeared from the school vocabulary. The general behavior of pupils in school, at home or on the street tells the story. I believe the observing citizen has noted it. This condition has not been reached by spasmodic effort or sensational methods. Improvement or right conduct as applied to child life is a matter of slow growth. It is the constant begging away that brings the result. To one who has been closely allied to the schools and who

stops to inquire as to how this result has been achieved, comes the inquiry: "How do you account for it?" It has been pleasing to note how many principals and teachers gladly record their opinions in favor of the influence of music, drawing, physical training, sewing, cooking, sloyd and, in no small measure, to the kindergartens. In truth, child-mind is such a variable quantity, *i. e.*, differing so greatly because of heredity, environment and mixed tendencies, that it takes a wide variety of interesting topics in a curriculum properly to touch the right spot in the individual pupil. Study the question from every point of view and we must come back to the position that anchorage to some one feature of activity where interest centers is the requisite, and from this center it is much easier to radiate to all other features that should claim attention. We have reached this splendid condition of management and work in our schools through this variety of opportunity for our children and upon this question all thoughtful educators are a unit.—*Superintendent Blodgett, Syracuse, N. Y.*



DEPARTURE OF THE MAYFLOWER

Courtesy of American Book Co.

From Baldwin's Readers, 6th and 7th Grades

FOR THE SCHOOL ROOM

COLONIAL RECEPTION AT THE JAMESTOWN HIGH SCHOOL

MARY R. WILLARD, JAMESTOWN, N. Y.

ON the evening of February 22, the high school at Jamestown, N. Y., commemorated the birthday of Washington by an entertainment so original in conception and so successful in execution that it must commend itself deservedly as a model in the line of social functions connected with the public school.

The affair was styled a Colonial Reception, and under the skillful direction of a committee of arrangements representing faculty and students the desired and difficult end was accomplished of entertaining simultaneously four hundred students typifying every degree of taste, habit, and social training.

The general plan of amusement was based upon the idea of a realistic presentation of leading features of life and custom in Colonial America. For this purpose, the new high school building, with its commodious rooms, broad corridors and stairways, convenient alcoves and fine gymnasium, was admirably adapted. The Virginia room, reproduced in its furnishings the atmosphere of luxury and hospitality which characterized the aristocratic Southern mansion; the Swedish room was redolent with the balsamic odors of Baltic lands, and picturesque with significant colors and emblems of Scandinavia and historic Delaware; Germany and Holland supplied inexhaustible resources for attractive decoration in the beauty of old Delft ware, relics of Rhineland and the peculiar quaintness of all things associated with the days and doings of old New York; an Indian tent displayed aboriginal weapons, trophies of the chase, and the gruesome scalp. The New England kitchen, perhaps the most complete reproduction effected, showed in the tempered light of "tallow dips" the historic cradle and warming-pan, the foot-stove, spinning-wheel, settle and ancient clock, the strings of dried apples, peppers and seed-corn, and (crowning achievement of saw, hammer, canvas and paint brush!) the great fireplace, with oven, crane, back-log and "straddling andirons," and the great kettle swinging above glowing coals that were the triumph of deceptive art.

Another room, devoted exclusively to a loan exhibit of historic relics and antiquities, yielded amusement and instruction of a still different character. Here the rising generation beheld the faces of the "forefathers of the hamlet" gazing upon them in prim and faded portraiture or flat silhouette; the sampler and coverlet gave their mute evidence of hours of patient industry; and here were seen the prized "willow-pattern" china, the small silver spoons, worn thin and shapeless; quaint decanter and tea-pot, pewter plate and porringer, and the miniature, bracelet, work-bag or bonnet of grandmother's "when she was a girl;" school-books, well-thumbed by the youths and maidens of vanished generations; yellow manuscripts and time-worn letters, and, choicest treasure of the collection, a genuine signature of the great General himself.

A large number of both faculty and students assisted in giving an added touch of realism to the colonial scheme by appearing in appropriate costume, so that the Indian brave with his squaw, the proud colonial dame and the Virginia gentleman, Gretchen, Priscilla, Janice Meredith, Captain Standish and Commodore Perry seemed to walk the earth again as in life.

Refreshments characteristic of the period or nationality represented were served in the several rooms, and hilarious games in remembrance of the festivities of Merry Mount took place in the gymnasium, where jollity reigned without restraint. The wholesome hours of 8:30 until 10:30 were observed and at their too rapid expiration all came back as with a start from the by-gone time to the present, awakening as from a quaint and pleasant dream of "ye long ago."

THE UNITED STATES—SINGULAR OR PLURAL?

DR. R. K. BUEHRLE, LANCASTER, PA.

Writers on the proper use of the English language teach that the usage of the best writers is law, and that the grammarian deduces his rules from such usage. The

usage of those most conversant with the subject under consideration should be final as regards all forms of expression peculiarly connected with that subject. Thus the soldier has a right to lay down the laws of speech in matters military, the jurist in legal phraseology, and the statesman as regards the language of government and diplomacy.

Language is sometimes affected by political events, and such seems to be the case with the expression, *the United States*. Shall pupils be taught to say the United States *are* bounded or *is* bounded? The question is not whether the United States *is* or *are* a nation, one country, or not. (I believe an attempt was made, some years ago, to declare the United States a nation by act of congress; but if my memory serves me right the bill did not pass.) The question is, what is the *best* usage? To answer this, it is natural to turn first to the Constitution of the United States, the fundamental law:

No person holding any office of profit or trust under *them*.—Art. I, Sec. 9. * * * under *their* authority.—Art. III, Sec. 2. Treason against the United States shall consist only in levying war against *them* or in adhering to *their* enemies.—Art. III, Sec. 3.

Alex. Hamilton is quoted as follows:

"The United States should exercise the judicial power with which *they are* to be invested.—Federalist, p. 82."

The next voice is that of the Supreme Court, the most august tribunal on earth, concerning which it may not be amiss to quote Lord Salisbury: "I confess I do not often envy the United States, but there is one feature in *their* institutions which appears to me the subject of the greatest envy, *their* magnificent institution of a Supreme Court."

That the United States *form* for many and for most important purposes a simple nation has not yet been denied.—Chief Justice Marshall in *Cohens versus Virginia*, 6 Wheaton, 264, 413.

The United States *have* never acknowledged this immunity.—Chief Justice Taney, *United States versus King*, 3 Howard, p. 773.

Among the presidents the following are quoted:

* * * * * is to say that the United States *are* not a nation.—Jackson.

The United States *have* always contended.—Tyler.

The United States of America * * * * * *present* to the world the most stable and permanent government on earth.—Zach. Taylor, First Message.

The United States *have* never acquiesced in this construction.—Franklin Pierce, First Message.

The United States *are* more deeply interested than any other nation.—James Buchanan, First Message.

They (the United States) had no authority.—Ibid, No. 15.

There is no express delegation of authority to *them* (the United States under the Confederation).—Ibid, No. 21.

From him who would rather be right than be president came the expression:

The United States *were* to pay Mexico, etc.—Henry Clay.

Abroad the same language was used:

J. Q. Adams while Secretary of State instructed our Minister at the Court of Madrid to say that in the fate of Cuba the United States *have* deep and important interests peculiarly *their* own.

His Majesty guaranteed to the United States not only *their* liberty.—Treaty with France, 1782. Art. II, quoted by Hinsdale, *the Old Northwest*, p. 163.

The United States *are* to be considered in many respects as one undivided independent nation.—The American Commissioners, 1782. Quoted by Hinsdale in *the Old Northwest*, p. 166.

From Bryce's *American Commonwealth* the following are quoted:

The United States *have* little to do * * * .—Vol. I, p. 66.

The United States, more than any other country, *are* governed by public opinion.—Ibid, p. 301.

The United States *are*, therefore * * * * * in a relation to Europe.—Vol. II, p. 653.

The United States *are* a new country.—Ibid, p. 658.

The United States *are* the only great country * * * * *.—P. 660.

Such a regular party machine as the United States *possess*.—Ibid, p. 131.

The United States solemnly *guarantee* the Cherokee nation.—Treaty of 1791.

The United States *engage* to pay * * * .—Art. IX, Treaty of 1791.

That the United States shall *adhere* to their own

expense extinguish * * *.—American State Papers, Vol. XVI, p. 114.

If the United States *are* prepared * * *—H. C. Lodge in *N. A. Review*, Vol. 160, No. 6, p. 658.

American historians, statesmen and magazine writers furnished the following:

The United States *constitute* an essential portion of a great political system.—Bancroft's History of United States, Vol. I, p. 1.

The United States which derived *their* mode * * *.—Ibid, History Con. United States, Vol. II, p. 327.

The United States of America *are* not only a republic, *they are* "a society of societies."—Ibid, p. 331.

The sessions which the United States * * * *were* thus endeavoring to obtain.—G. T. Curtis, Con. History, Vol. I, p. 543.

When the United States *make* an acquisition * * *.—Ibid, Vol. II, p. 516.

When the United States, in the late civil war, took possession of a district * * * *they* merely vindicated *their* pre-existing title, and *they* acquired no new title.—Ibid, p. 341.

The original United States *were* bounded on the north by Great Britain.—Hinsdale, the Old Northwest, p. 186.

There will be left for the United States no alternative but to protect *themselves* and *their* commerce.—Wm. H. Seward, quoted in Blaine's Twenty Years, Vol. I, p. 594.

The United States *are* one nation to-day.—Fiske's Critical Period, p. 155.

The United States *were* allowed to issue bills of credit.—Ibid, p. 273.

Tox rather hastily maintained that the United States *were* put at once into the position * * *.—Ibid, p. 14.

In 1870 the United States stood third in position.—*th*; in 1880 *they* had passed France in race.—Alex. Johnston in Ency. Brit., * * * XXIII, p. 831. Stod. Ed.

The acquisition * * * more than doubled the area of the United States and gave *it* control.—Ibid, p. 806.

The attitude which the United States *were* to take towards England.—Gordy, History of Political Parties, p. 156.

Whether the United States would have been bound * * * if *they* had taken the English view * * *.—Ibid, p. 172.

The day seemed near when the United States would have a national specie cur-

rency of *their* own.—McMaster, Vol. IV, p. 285.

These United States *are* the direct and legitimate offspring * * *.—E. G. Scott in Development of Con. Liberty, p. 5.

The United States then *are* the results * * *.—Ibid, p. 5.

The United States will have to take the steps *they* may deem necessary.—Arthur Houghton in *Harper's Weekly*, Oct. 30, 1897.

The United States *have* shown a degree of indifference.—*Review of Reviews* for November, p. 565.

The United States entered upon *their* career as a nation.—Ridpath, p. XXXVIII.

The United States had the advantage that the main force of *their* enemy * * *.—J. W. Hawes in Am. Cyc., vol. XVI, p. 163.

The United States being unknown to the rest of the world except in *their* united character.—L. Q. C. Lamar.

The United States tore *their* veins * * * that they might remain one people.—J. A. Froude, Oceana, p. 11.

The United States, it was said, *were* parts of a single continent.—Ibid, p. 370.

It is interesting to hear what could be said on the other side. Modern text-books on geography use the term as a singular noun:

After the United States *was* formed.—Redway's Nat. Adv. Geography, p. 49.

The United States * * * *is* one of the greatest nations.—Ibid, p. 57.

While the United States *has* within recent years.—Tarr & McMurry's Geography, Second Book, p. 330.

The United States *has* contributed.—N. S. Shaler, U. S., Vol. I, p. 589.

Unless the United States *was* ready.—Ibid, p. 534.

The United States *leads* all nations.—Ibid, Vol. II, p. 20.

When the United States began *its* existence.

The United States *has* a real executive.—Campbell, The Puritan, in Vol. I, p. 19.

Fatal to all that the United States cherished, to all that *it* hoped.—Blaine's Twenty Years, Vol. I, p. 597.

The United States *was* first divided * * * * *—Willoughby, the Supreme Court of the United States, p. 23.

The United States *permits* * * *.—Ibid, p. 26.

The United States *has* maintained a fleet.—Mendenhall in *Popular Scientific Monthly*, Nov. 1897, p. 83.

The United States *was* pledged to resist * * *.—McMaster, Vol. V, p. 443.

The United States *was* a continent.—Ibid, Vol. IV, p. 2.

The United States *is* divided into thirty-eight states * * *.—Gen. F. A. Walker in *Ency. Brit.*, p. 882, Art. U. S.

The United States *was* anxious.—Alex. Johnston in *Ibid*, p. 807.

Such a rôle * * * has always been repudiated by the United States, though *its* sympathies * * *.—Ibid, p. 810.

The United States *is* sovereign.—D. C. Chamberlain, LL. D., in *Con. History As. Am. Law*, p. 44.

The United States can neither grant nor secure to *its* citizens * * *.—Cooley, *Principles*, p. 247.

The United States as such can have no common law. *It* derives * * *.—Cooley, *Principles*, p. 131.

Such was the result of our discussion, and such the authorities as I found them in my reading and research, and it will be seen that there is a tendency to use the term the United States as a singular, which it is not grammatically, though it may be so regarded politically, *e pluribus unum*. It is interesting to call to mind that Athens, Corinth and Paris have passed through a like change from the plural to the singular.

This change arose at the close of the civil war. General Grant both as commander-in-chief and as president uses the term the United States sometimes in the plural and sometimes in the singular; and on the other hand, I believe all the presidents previous to 1869 used it only in the plural.

I have not seen the texts of the recent treaties with Spain and Great Britain, and hence do not know how the term is used in them; but my earliest acquaintance with the subject arose from a statement I read in a newspaper of how a lawyer using the term in the singular number in his argument before the Supreme Court, was called to order for so doing, and was informed that that august tribunal recognizes the term the United States only as a plural. I wish to add that as far as my reading has gone in recent years in newspapers and magazines, I have most frequently seen it used in the singular, but not invariably so.

The great question remains: What shall we teach the United States *is* or *are*? These United States *is* or *are* a great country?—*Western Teacher*.

THE STUDY OF LOCAL HISTORY

THE STATE

The state in its relation to the individual is so abstract a conception that the teacher cannot expect to develop a knowledge of its political nature. Pupils can, however, be given a very clear view of the state geographically; the government is represented by the governor and the capital city; the reception of the home state into the Union by celebration of its birthday on "admission day;" the connection of the state with important legal acts, by showing the children the seal, the "signature" of the state on all legal papers; or by the payment of taxes; or the fact that our schools are partially supported by the state. The government idea to be conveyed to the children is that the state is a great institution overshadowing local institutions.

GOVERNMENT

Have a simple government lesson by talking over some of the most elementary phases of state government. Begin with the family, the affection existing there, the duties, the necessity of obedience or government. After a pleasant, instructive, but very simple lesson on family relations and the natural help and duties there, treat the school in a similar way. Show the broader opportunities, the necessity for a stricter discipline, and the child's place, duty, and benefits in the school government; show how self-government by the child is a high form of school government. The third step is the state, with, perhaps, a passing mention of the city government. The concrete symbols of the state, by which the child may be led to give it a personality, are the governor, the capital, paying taxes, the state seal, which may be called the signature of the state.

PERSONAL ELEMENTS

Make topics very simple; develop them as largely as possible by questions; lead the child to feel (1) his own personality in these public matters, or interest, affection, patriotism; (2) the necessity of being one of many, or social duties; (3) touch his

æsthetic nature by some flag drill or commemorative exercises on Admission Day.

LOCAL HISTORY

The local history studies are especially delightful to children. Set them to investigation; hunt out old portions of the town; interview friends and acquaintances on pioneer experiences; bring in old letters; rouse an interest in the home city. The teacher must carefully simplify and systemize the material brought in by the pupils. Draw a map of the town and locate the principal places mentioned during the work.

The pupils should write frequent but short papers on topics chosen from the subjects studied.—*Adapted from the California Course of Study.*

STUDYING NEW YORK HISTORY

BY ELIZABETH LORRAINE

Causes of Settlement.—Consider existing conditions of mother country. Glowing accounts of America given by first navigator, Henry Hudson. New Netherlands established.

Character of the Colonists.—Simple, earnest, good-natured, easy-going, frugal, domestic, fond of agricultural pursuits.

Comparison with Puritans.—Similar in industriousness, agricultural tendencies, and simplicity. Dissimilarities of disposition: Dutch, easy-going and good-natured; Puritans, nervous, gloomy.

Characteristics of the Country.—Mild, temperate climate; soft, marshy soil; fertile land; good harbor; fur-bearing animals; beautiful scenery; forests. Compare with Holland.

Occupations of the People.—Building houses, forts, and trading posts; farming and grazing; fur trading with Indians and Europeans; brewing, hunting, fishing.

Events.—Changes in Dutch administrators; purchase of Manhattan island; trouble with the Indians, encroachments of English and Swedes.

Early Government.—Patroons or great land owners; consider privileges of trade, etc. Governors sent by mother country. Consider their contentions with the patroons.

Government under Peter Stuyvesant.—Consider his character: loyal, honest, stern, determined; brave soldier; upright gov-

ernor. What he did for the colony; made peace with the Indians; abolished monopoly of the West India Company and substituted regular exports; forbade sale of liquor or firearms to the Indians; established a system of schools.

Social Life.—Upper class was composed of those who kept their own cows and drove their own cattle wagons; lower class of those who worked on the lands and cared for the cattle of their masters. A family included servants and pet animals, old and young; black and white; the kitchen, the center of the home gatherings. Study houses, furniture, dress, amusements, etc.

Changes.—In 1638 Peter Minuit, sent by Queen Christina, lands a colony of Swedes, establishes forts where Wilmington now stands; Dutch angry; Swedes attack Fort Cassim, but are defeated by Dutch. New Netherlands now includes present New York, New Jersey, Delaware, and west bank of Delaware river. Eight years of peace. Discouragement because of prosperity of English neighbors; Duke of York receives grants of American territory from Charles II.; fleet proceeds to Amsterdam and demands that land; Stuyvesant's bold defense; forced to yield; New Netherland becomes New York. New York under English rule.

Bibliography.—Dodge, "Hans Brinker," Chap. II.

Motley, "Rise of the Dutch Republic."

DeAmicis, "Holland and Its People."

Doyle, "English Colonists in America."

Lodge, "Short History of England," Vol. II.

Higginson, "Young Folk's History of the United States."—*Teachers' Institute.*

SOIL—ITS NATURE AND ORIGIN

ASTRONOMERS tell us that in the remote past, many hundreds of millions of years ago, what is now our earth was a gigantic mass of Nebula. In the gaseous condition it was hot, in fact it was heat which kept it in that condition. In time much of this heat was lost. As the vast mass cooled, it contracted and, passing through a liquid state, a sphere having a solid crust was formed. The lowering in temperature was accompanied not only by contraction but by tremendous warping or wrinkling so that the earth's crust was twisted and broken.

The hollows became filled with water, the oceans and the seas and rivers were formed; the winds sprang up and they, with the air and frost and other denuding agents, began to operate upon the solid crust. Life came upon the earth and as the centuries rolled along did much to change the surface.

The rock formed from the molten condition of the earth was hard like the granite and lava which we find to-day. Wear and tear of this rock took place, by the agents spoken of above. This *disintegrated* rock, augmented by the decomposition of plants and animals, in time formed beds of strata over the original crust. We have all seen something of this kind take place ourselves. Frost and air crumble the rock and the streams carry the fine particles and deposit them in new beds.

Thus upon and out of the solid crust have come:

I. Clays.

II. Sands.

III. Limestones.

IV. Humus.

Common clay is found almost everywhere. It is of various colors and is brittle when dry, but plastic and tenacious when wet. It is formed from the decomposition of aluminous rocks, chiefly granite. Sandy

soil is made up principally of sand. It is more loose and incoherent than clay and has been formed by the breaking down of hard rock. Limestones are composed in great part of the shells of minute animals. Humus is a black or brown mold formed by the decay of vegetable matter. The farmer and the gardener renew the exhausted soil by applying vegetable matter on the surface, and incorporating it with the surface soil. It is a most important ingredient in the soil for the production of plants. Of this we shall speak in another paper.—*Canadian Teacher*.

WORLDLY PLACE

Even in a palace, life may be led well
So spake the imperial sage, purest of men,
Marcus Aurelius. But the stifling den
Of common life, where, crowded up pell-mell,

Our freedom for a little bread we sell,
And drudge under some foolish master's ken,
Who rates us if we peer outside our pen;—
Match'd with a palace, is not this a hell?

Even in a palace! On this truth sincere
Who spoke these words, no shadow ever came;
And when my ill-school'd spirit is aflame

Some nobler, ampler stage of life to win,
I'll stop, and say: "There were no succor here;
The aids to noble life are all within."

—*Matthew Arnold*.



FROM "STEPPING-STONES TO LITERATURE: A READER FOR SIXTH GRADES."

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CHILD STUDY

WEATHER INFLUENCE

IN a recent issue of the *Educational Review* there was an article by E. G. Dexter, of Columbia University, on "Weather Influence on the Mental Activities of Children." Mr. Dexter had investigated the records of punishments administered to children in the schools of Denver, Col., preserved through a period of fourteen years. He also examined the records kept for two years in the primary schools of New York City, and his conclusions were drawn from these records. As he studied several hundred cases, 606 in Denver alone, and also examined the record of weather conditions at the time the misdemeanors were committed, his conclusions are worthy of consideration.

He says: "In the study of humidity some startling disclosures were made. To generalize, they are that conditions of low humidity are accompanied by very many more than the normal number of misdemeanors in the schools, while high humidities show corresponding deficiencies. When we consider that those 'muggy,' 'sticky' days, when everybody feels it a particular prerogative to be 'out of sorts,' are of the latter class, this seems quite incomprehensible. Yet in Denver humidities between 10 and 30, conditions never experienced at sea level, were accompanied by six times the normal number of misdemeanors, and in New York, those between 50 and 55 showed an excess of 33 per cent., or one-third more than the normal. These facts are, without doubt, due to the electrical state of the dry atmosphere indicated." The observations and experiences of our own primary teachers will bear Mr. Dexter out in his further conclusions that children's misdemeanors increase in windy weather, while the majority of the troublesome children will be good enough on clear, quiet days. If, as he says, and undoubtedly he is correct, "the effect of an increased electrical potential of the atmosphere is to stimulate the output of nervous energy and increase the motor activity," exercises should be arranged by which this energy may be expended. "Motor activity" could have full play, with the teacher's consent, and in this way misdemeanors be prevented, and punishment be diminished.

As the "windy month" is with us once more, it would be well to prepare for a series of vigorous physical exercises, and arrange for them to occur more frequently in the daily work than the regular program calls for.—*Educational Review*.

MORAL BASIS OF TEACHING

The fundamental condition of intellectual work is the moral atmosphere that pervades the school. The disorder and irregularities of the school-room may not be, in themselves, wrong; but they surely indicate immoral tendencies that are totally at variance with successful intellectual work. These disorders must be checked. How to do this is the hard question that troubles the teacher. The teacher wants the class to prepare the grammar lesson; but the pupils are inclined to whisper. Shall the whispering be forcibly suppressed? I have known teachers who, when this condition prevailed, would divert the class by a song, a breathing exercise or calisthenics. They succeeded in securing order and diligent study. The superfluous physical energies were allowed to escape and the pupils were in a better moral condition to study. Sometimes a reading in concert of a memory gem from the blackboard is used; sometimes the reading of a list of meaningless words serves the purpose. The attention of each pupil is diverted and concentrated; the interest of the individuals and of the class are readjusted. A short story, well told, a bit of interesting information, or a hearty laugh-provoking anecdote, may serve to readjust and concentrate the thought processes of the entire class. This provides the moral condition of intellectual work. Such methods should be applied when disorder is prevalent. Of course, there will always remain individual cases that are out of harmony with the class. A teacher recently remarked: "If I can get a boy to sing I can manage him; if not, I know I have a hard case." The boy that sings places himself in harmony with the prevailing condition of the class. The exceptional cases, of course, require exceptional treatment. It is the prevailing moral tone, the customary condition of the school, that

gives it its real character, not the exceptional bad boy. To secure this moral atmosphere in the school, the teacher must possess tact, judgment, self-poise and abundant resources. Insight into the real cause of prevailing disorders will often suggest a natural remedy far more effective than forcible

suppression. The failure of the young teacher is often due to an effort to change a prevailing condition by individual and exceptional remedies. The general system of the patient must receive attention before specific organic cures are attempted.—*Educational Exchange*.

SCHOOL BOARDS

SINGLE SESSIONS LEGAL—STATE SUPERINTENDENT'S DECISION

THIS is an appeal from the action of the board of education of the city of Rochester, Monroe county, in the adoption by said board at a regular session thereof, held on May 7, 1900, at which all the members thereof were present, of the following resolution:

"*Resolved*, That on and after the opening of the next semester, September 10, 1900, the following regulations be, and the same are hereby adopted for the first grade in the public schools:

"First: The hours of instruction for first grade teachers shall be from 9 to 11:30 for the morning session, and from 1:30 to 3:30 for the afternoon session.

"Second: First grade pupils shall have instruction for one session only each day, during the school year, being assigned so far as practicable to the morning session for one semester, and the afternoon for the other semester."

And from the action of such board of education, pursuant to the terms of such resolution, after the opening of the schools in said city for the school year of 1900-1901, in refusing to admit the children of the appellants of the first grade, at both the morning and afternoon sessions of said schools.

The principal grounds alleged by the appellants herein for bringing their appeal are, that the aforesaid action of said board of education was, and is, a violation of the provisions contained in section 135 of title 6 of the charter of the city of Rochester, relating to schools and the board of education, as amended by section 1, of chapter 660, of the laws of 1898; and of section 3, of title 16, of the consolidated school law of 1894, known as the "Compulsory Educational Law," as such section was amended by section 1 of chapter 606 of the laws of 1896.

The appeal herein was filed in this department on October 11, 1900. An answer to the appeal by the members of the board of education, except Mr. Chamberlain, was filed on October 16, 1900. On October 25, 1900, Philetus Chamberlain, one of the members of said board of education, filed his separate answer to said appeal, and on November 3, 1900, said board of education filed a reply to such answer of Chamberlain.

It is in proof that on September 28, 1900, the appellant, Doehler, with his daughter, Mona, of the age of six years, attended at school No. 10 in said city, and requested the principal, George H. Walden, to permit said Mona, who had attended the morning session of the school, to attend the afternoon session as well as the morning session; that said Walden refused such request, stating that the resolutions of the board of education prevented his granting the request; that prior to October 5, 1900, the daughter of the appellant, Kuschneek, of the age of seven years, was refused permission to attend the afternoon session in school No. 36 in said city; that Frank Vose, of the age of nine years, in February, 1900, a son of the appellant, Vose, was refused permission to attend the afternoon sessions in school No. 36 in said city; that Minnie Bonke, of the age of eight years, a daughter of the appellant, Bonke, was refused permission to attend the afternoon sessions in school No. 36 in said city.

It is admitted by said board of education that since the opening of the public schools in the city of Rochester on September 10, 1900, each of the principals in each of said schools, under instructions from said board, have required the attendance of all first grade pupils in such schools during one session only in each school day.

It appears that the plan of said board of education, completed in the adjustment of

the length of the daily session, by the resolution appealed from, due consideration being given to the strength and mental development of the child, is as follows: First half year, when the child is first subjected to the strain of regular school life, two hours daily; second half year, two and one-half hours; second and third years, four hours; fourth and following years, five hours; that the only change made by such resolution is in the first year.

It does not appear that under such resolutions any discrimination whatever is made between children of the same development, but gives to them all the same hours of instruction; that the aggregate hours of instruction for the whole period of compulsory attendance are the same for all children.

It does not appear that the aforesaid plan, under the resolution appealed from, was intended to secure, nor has it resulted in, any material economy in the force of teachers employed. It does appear that said plan has very largely contributed in abolishing the unsuitable and unhealthy annexes objected to by this department, in increasing the efficiency of the building plant under the control of the board.

It is not claimed by the appellants that the course of study prescribed for the children of the first grade is inadequate or defective, or that it fails to provide all the instruction that they are able to assimilate; nor that the hours of instruction prescribed are in any way inadequate to the completion of the course of study. They ask that their children shall be allowed to sit in the school room during the afternoon, as well as the morning session of the school.

It is in proof that up to October 29, 1900, the number of complaints by parents to the principal and first grade teachers in ten schools in said city, including a number of the largest in the city, and containing 1,267 pupils doing first grade work, representing every quarter of the city, and every class of the population, were forty, an average of four complaints to each school.

The contention of the appellants, viz: First, that said board of education, by the adoption of the resolutions, appealed from, and refusing to permit the children of the appellants to attend school at both the morning and afternoon sessions, violated the provisions contained in section 135 of chapter

660 of the laws of 1898. And second, that such action is a violation of section 3, title 16 of the consolidated school law of 1894, as amended by section 1 of chapter 606 of the laws of 1896, known as the compulsory education law, are not, nor is either of such contentions, tenable.

Title 6 of chapter 143 of the laws of 1861, relating to "Schools and Board of Education" of the city of Rochester, as amended by chapter 660 of the laws of 1898, provides that such board shall manage, control, maintain and provide for the public schools of said city and the public school system thereof; to establish kindergartens, common schools, etc., etc.; to change the grades of all schools, or of any school, and of all classes of any high school or other schools under its charge, etc., etc.; to enact rules and regulations for defining the duties of all its officers, clerks, superintendents, principals, teachers, etc., etc.

Section 135 of such title 6 provides that it shall be the duty of said board, in all their expenditures and contracts, to have reference to the amount of moneys which shall be subject to their order during the then current year for the particular expenditure in question, and not to exceed that amount; and they shall apply the moneys raised and received by them for the support of the common schools in said city, in such manner as shall secure as nearly as may be an equal period of instruction to all children over five and under twenty-one years of age.

Section 3 of title 16 of the consolidated school law of 1894 (the compulsory education law), provides that every child between eight and twelve years of age shall attend upon instruction as many days annually, during the period between the first days of October and the following June as the public school of the district or city in which such child resides shall be in session during the same period.

Said title 6 of the charter of the city of Rochester does not, neither does the consolidated school law of 1894, including title 16, known as the compulsory education law, prescribe the hours which shall constitute a school day in the schools of said city or the public schools of the State; or the hours during any school day in which the public schools in such city, and in the State, must be in session, or the session or ses-

sions of school held on school days in any school year that the children of school age in said city or the respective school districts in the State must attend.

All such matters in the schools in the city of Rochester are, by title 6 of the charter of such city, vested in the discretion and judgment of the board of education of the city.

It does not appear that said board of education, in applying the moneys raised and received by it for the support of the common schools in the city of Rochester has not applied the same in such manner as shall secure, as nearly as may be, an equal period of instruction to all children over five and under twenty-one years of age, at least so far as relates to the instruction of children of the first grade in such city.

It does not appear that said board of education in its action relative to the attendance of children of the first grade for only one session in a day of school, has violated the provisions contained in section 3 of the compulsory education law. Said section provides that every child between eight and twelve years shall attend upon instruction as many days annually (not as many hours) during the period between the first day of October and the following June, as the public school of the city or district in which such child resides, shall be in session. The action of the board, appealed from, provides for the attendance of each child of the appellants, of the first grade, at one session on each day the school is in session during the

school year, and the only change made in the plan of the board, complained of, is in the first year; that the aggregate hours of instruction for the whole period of compulsory attendance are the same for all children in the first grade.

Admitting, for the purpose of argument only, that said plan is in violation of section 3 of the compulsory education law, relating to children between eight and twelve years of age, it appears that Mona, the daughter of the appellant Doehler, is six years old, and Minnie, the daughter of the appellant Kuschneek, is seven years old, and the compulsory attendance of either at the school in district No. 10 cannot be enforced.

I decide: That the appellants herein have not established to my satisfaction that the action of the board of education of the city of Rochester, in the adoption of the resolution appealed from, and its refusal to admit the children of the appellants of the first grade, to more than one session of the school each day, in school district No. 10 of said city, is in violation of section 135 of title 6 of the charter of the city of Rochester, as amended by chapter 660 of the laws of 1898, or of any of the provisions of said title 6, or of section 3 of title 16 of the consolidated school law of 1894, known as the "Compulsory Education Law" as amended by chapter 606, laws of 1896, or any of the provisions of law.

The appeal herein is dismissed.

CHARLES R. SKINNER,
State Supt. of Public Instruction.

EDITORIALS

It is said by those supposed to be in position to know that the New York Charter Revision bill is to be passed by the present Legislature, and that, as passed, it will include in its educational provisions the ideas contained in what is generally known as the "Elsberg Bill."

This will give Greater New York a single central school board, with district committees for each borough, the borough boards being done away with. It will likewise do away with the borough superintendents and associate superintendents, making them all assistants of the city superintendents.

The bill on the whole will secure a better and more workable system, though there is much in it to be heartily condemned.

DAVID EUGENE SMITH, principal of the Brockport Normal School, is the latest acquisition to the galaxy of educational stars that is being gathered around Dean Russell in the faculty of the Teachers' College, Columbia University. The list now includes such names as Dean James E. Russell, Nicholas Murray Butler, Frank McMurtry, Samuel B. Dutton, Richard E. Dodge, David Eugene Smith, Virgil Prettyman and John F. Woodhull. Dr. Smith was formerly professor of mathematics at the Ypsilanti, Mich., Normal school, and is one of the foremost writers on mathematical subjects on either side of the Atlantic.

We congratulate Columbia and Dr. Smith. Each is honored in the new arrangement.

MR. GEORGE GOULD, the railroad magnate, returning from an extensive trip throughout the west and south, declares that prosperity is everywhere apparent; in fact, he declares, it is fairly bubbling over.

In spite of this fact we have the teachers in Buffalo, who have long been among the most poorly paid teachers of any system maintaining a fair degree of standing in the United States, forced to enter upon an aggressive campaign to get as good salaries as teachers are paid in average cities of similar size located in the progressive and thrifty portion of this Republic. A newspaper warfare is on. The fact that the teachers of Buffalo are, by comparison, more poorly paid than in any similar city is met by a comparison of their wages with those paid petty clerks, elevator men, etc., in the various mercantile pursuits. Much as we desire to aid the Buffalo teachers in securing their rights in this matter, we do not propose to contribute any argument to the discussion. The back numbers of this magazine furnish ample material therefor. Whether the Buffalo teachers will get their rights depends upon whether the intelligence of the community is sufficiently powerful to influence their Common Council therefor. Meanwhile Buffalo, a city of much pretensions, and one that is at present asking so much from others, and boasting of the educational value of the forthcoming exposition, should grant its teachers better salaries, or else put them out of the way during the coming summer, as is said to be done with one's poor relatives when company comes. Buffalo, with all its advantages, has been said to be a cheap town to live in. We remember once hearing President McKinley in a tariff argument vehemently denouncing the "cheap" arguments of the tariff reformers, *i. e.*, that, with a low tariff, clothing, etc., would be cheaper. He said in substance, he despised the word cheap, he despised the man who was always looking for cheap things, that the cheap suit of clothes generally covered the cheap man. Buffalonians may draw the inference.

* * *

THE CARNEGIE GIFT

FOR three years past the New York City School Board has been urged to establish a system of free circulating libraries located in its school houses, so that each school

should be a local center for the neighborhood for the education of adults as well as the young, and also be made to do educational service for the community after as well as during school hours. The leader and practically the originator of this movement has been President Miles M. O'Brien.

In the February number of *The Review of the Republic* there appeared an article by President O'Brien on "Free Libraries in Public Education," in which he explained his ideas and plans, told of the struggle for their acceptance and announced that in a few weeks a beginning would be made by opening free circulating libraries in eight of the public schools in Manhattan.

In the same issue of that very magazine there appeared, next to the article just referred to, one by Andrew Carnegie, on "The Women in the Queen." It is natural to suppose that Mr. Carnegie saw Mr. O'Brien's article, and, with his penchant for establishing libraries, was much interested in the same. Whether it was the cause of his subsequent action or not, the fact is that in three weeks thereafter Mr. Carnegie announced a princely gift to New York City of \$5,200,000 with which to build and equip sixty-five branch free circulating libraries.

Many public-spirited citizens have offered to give sites in different parts of the city for these local libraries. Mr. O'Brien has suggested that money might be saved for equipment and great advantages gained by making the libraries one-story buildings, and erecting them on vacant lots that have been held by the school authorities on the sides of many of the school buildings for the purpose of ensuring adequate light and ventilation. The one-story library buildings would not seriously interfere with either of these *desiderata*. They would add to the attractiveness of the surroundings, bring the libraries close to the children and thus to the families and homes; their use by adults would be almost entirely after school dismissal at three o'clock, and, best of all, perhaps, their existence there would forever be the means of preventing light and ventilation being shut off from the school houses, no matter how desirable the lots on which they were situated became nor how great the commercial or social pressure might be to cause their sale.

The idea seems in every way commendable, and shows how clearly and thoroughly

President O'Brien has thought the problem out.

In our pleasure at the philanthropic iron-master's munificent gift, let us not forget the sympathetic and progressive school official and business men who substantially originated and actually inaugurated the very idea Carnegie would see realized. In our laudation of Carnegie, let us not fail to bestow the meed of praise so well deserved by Mr. O'Brien and associates.

* * *

THE ROCHESTER DECISION

It was one of the greatest pleasures that we have experienced since editing this publication when we learned that State Superintendent Skinner had decided the Rochester half-day session case against the appellants and in favor of the attitude of the present school board, which means that the half-day session plan is legal and will go on. We carry the State Superintendent's decision under the head of "School Boards," and its reading, like all decisions emanating from the legal department of the State Superintendent's office, will well repay perusal.

It will be noticed that the State Superintendent decides the question entirely on the legal points connected therewith, *i. e.*, as to whether this arrangement was a proper expenditure of State money, especially whether the Compulsory Education Act was complied with in only requiring children to go to school half the day. The opinion, after showing that there is nothing in the action of the Rochester School Board which is in opposition to either the Consolidated School Law, the Compulsory Education Act, or the Rochester City charter, goes on to declare that it is entirely within the province of the local authorities to decide what the length of the school day shall be for the various grades and classes in the school system under their control.

It was doubtless wise and safe for Superintendent Skinner to base his decision solely upon the legal points; that enables authorities ready for this movement to take it up if they wish, at the same time leaves local boards free from any inference of dictation as to their course in the matter from the State Superintendent. The idea of one session for the lower primary grades while an unquestionably sound one, and one followed in the best schools and most progressive

city systems, is yet new. A decision by the State Superintendent on the merits of that question might have seemed superserviceable and perhaps even arouse a feeling against it because of a feeling of resentment by local authorities against undue paternalism from State headquarters. In any event the decision is entirely satisfactory as far as it goes; and it goes quite far enough, because it allows any local system to put the plan in operation if so desired.

* * *

THE RETORT COURTEOUS

IN the account in his paper of the reelection of State Superintendent Skinner by the Legislature in February last, written in his usual racy and interesting style, Brother Bardeen declared:

"A year ago Governor Roosevelt said to Superintendent Skinner in the presence of the editor of the *School Bulletin*, 'You cannot possibly be renominated;' but Governor Roosevelt is not the head any longer at Albany, or anywhere else in republican politics, and those who heard Governor Odell speak at Newburgh had little doubt that it was the purpose of the republican leaders to re-elect Mr. Skinner."

This statement naturally roused much interest and discussion as indicating a disapproval of Mr. Skinner by Governor Roosevelt, the natural inference being that if the Vice-President were still in the saddle at Albany, the election for State Superintendent would have resulted otherwise.

To learn what there was in this statement, we addressed a note to Superintendent Skinner, and after the lapse of about a week received the reply which appears below:

March 25, 1901.

PROFESSOR C. E. FRANKLIN,
Editor *New York Education*,
Albany, N. Y.

MY DEAR MR. FRANKLIN:

Replying to your inquiry concerning the alleged statement of Governor Roosevelt regarding my renomination as State Superintendent, I beg to hand you the inclosed correspondence, which speaks for itself.

Very sincerely yours,

CHARLES R. SKINNER,
State Superintendent.

(Inclosures)

(Copy)
Personal.

March 19, 1901.

MY DEAR GOVERNOR:

The March number of the *School Bulletin*, published at Syracuse by C. W. Bardeen, contains the following editorial statement: "A year ago Governor Roosevelt said to Superintendent Skinner, in the presence of the editor of the *School Bulletin*, 'you can not possibly be renominated.'"

Now, my dear Governor, I do not believe you made that statement. If you did I certainly failed to hear it. The only time I ever met the editor of the *Bulletin* in your presence was at Mr. Parsons' luncheon in February, 1900. Are you willing to say whether you made, in Mr. Bardeen's presence, the statement quoted? I do not care to use any reply which you may make, unless you freely give me permission.

Very sincerely yours,

(Signed) CHARLES R. SKINNER.

HONORABLE THEODORE ROOSEVELT,
Oyster Bay, N. Y.

(Copy)

OYSTER BAY, N. Y.,
March 20, 1901.

HON. CHARLES R. SKINNER,
Supt. Public Instruction,
Albany, N. Y.

MY DEAR MR. SKINNER:

I have your letter of the 19th inst.

Of course you are at liberty to use this letter of mine. I never made the statement to which you refer, to you nor to any one else in the presence of Mr. Bardeen or in the presence of any one else. The only time that I saw you and Mr. Bardeen together, so far as I remember, was at Mr. Parsons' lunch, and on that occasion I am positive that the question of your renomination was not even considered. I wish to make this denial in the broadest and most emphatic terms. My memory absolutely agrees with yours in the matter.

Sincerely yours,

(Signed) THEODORE ROOSEVELT.

NEW YORK STATE SUMMER INSTITUTES FOR 1901

State Summer Institutes, each including a department of pedagogy and a department of review, will be held July 8-26, 1900, at Chautauqua, N. Y., Philip M. Hull, A. M., of Johnstown, N. Y., Conductor, and at Thousand Island Park, N. Y., Charles A. Shaver of Watertown, N. Y., Conductor. A strong faculty has been engaged for each institute, and well chosen courses have been arranged for teachers who desire to avail themselves of the opportunities which the State offers its teachers free.

For further particulars, address the State Department of Public Instruction, Albany, N. Y., or one of the conductors.

CHARLES R. SKINNER.

State Superintendent of Public Instruction

IN THE SCHOOLS OF THE STATE

TEACHERS' INSTITUTES

SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
April 29	Dutchess.....	1	Fishkill-on-Hud..	Sanford.....	Miss Rice.....	Miss Collier.....
" 29	Westchester..	1-2-3	Mamaroneck.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 29	Delaware.....	2	Stamford.....	Williams.....	Miss Rice.....	Miss Collier.....
" 29	Broome.....	1	Windsor.....	Smith.....	Miss Rice.....	Miss Collier.....
" 29	Fulton.....	2	Broadalbin.....	Hull.....	Miss Rice.....	Miss Collier.....
May 6	Lewis.....	2	Lowville.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 6	Herkimer.....	2	Frankfort.....	Williams.....	Miss Rice.....	Miss Collier.....
" 6	Lewis.....	2	Turin.....	Smith.....	Miss Rice.....	Miss Collier.....
" 6	Warren.....	1-2	Glens Falls.....	Hull.....	Miss Rice.....	Miss Collier.....
" 13	St Lawrence..	2	Canton.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 13	Clinton.....	1-2	Plattsburg.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 13	St Lawrence..	3	Massena.....	Smith.....	Miss Rice.....	Miss Collier.....
" 13	Franklin.....	1-2	Malone.....	Hull.....	Miss Rice.....	Miss Collier.....
" 20	Essex.....	1	Essex.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 20	Essex.....	2	Crown Point.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 20	Oswego.....	2	Phoenix.....	Smith.....	Miss Rice.....	Miss Collier.....

[NOTE.—It is our purpose to cover the important school news of the entire State. Teachers, commissioners and superintendents will confer a favor upon us by sending us items of important news.]

AT LARGE

The Association of Collegiate Alumnae throughout the country are making attempts to enroll in its membership all eligible persons, women graduates of colleges. There are some 14,000 in the country, while only 2,000 are now enrolled.

The list of public libraries given to this State by Andrew Carnegie should include the one to be erected at Niagara Falls through his generosity. He has appropriated \$50,000 for the purpose.

There are few ex-pupils of our public schools who at some period of their school course have not studied Clark's Grammar. The popularity of this book, as well as others of the same author, was, at one time, exceptional. The author, Prof. Stephen W. Clark, died at his home in Spencerport, N. Y., recently at the advanced age of 91 years. For twelve years he was principal of Homer academy, and taught as principal of Groton academy, the Monro Collegiate Institute and East Bloomfield academy.

Andrew Carnegie has augmented the splendid work begun in New York city by Pres. Miles O'Brien and his associates by giving to that city \$5,200,000 as a library fund. The only conditions are that the city furnish library sites and furnish maintenance.

The trustees of Cornell University on Saturday filled two vacancies in the faculty. Prof. J. R. S. Sterrett, of the department of Greek at Amherst College, was elected to succeed Prof. B. I. Wheeler, who is to accept the presidency of the University of California. Prof. Charles H. Hull, assistant professor of political economy in Cornell university, is made head of the department of American history to succeed Prof. Moses Coit Tyler. Prof. Frank Fetter, now Leland Stanford Junior University, succeeds Professor Hull.

Former State Superintendent of Public instruction Neil Gilmour died at Ballston, March 31, at the age of 61 years. He served in the important position of State superintendent three terms. He was a native of Scotland, and came to this country in boyhood. He graduated from Union College in 1862, and served in several important educational positions prior to his election to the superintendency. He has practiced law at Ballston for the past few years.

Mr. and Mrs. Samuel H. Albro have issued invitations for the marriage of their daughter, Alice Hopkins, and Mr. Charles Albert Barker, on Wednesday evening, April seventeenth, at six thirty o'clock, at Woodside, Fredonia. A marriage reception will follow the ceremony. Few, indeed, are the teachers of New York State who do not know Dr. Albro. His daughter possesses much of his intellectual power and social grace and cordiality.

At the tenth meeting of the Hudson River Schoolmasters' club, in The Ten Eyck, April 19, the following program will be carried out: "Business education, its present condition in New York State, as compared with other countries, and its future possibilities. The subjects and time they should begin and end in New York schools," Inspector I. O. Crissy, Albany; discussion opened by Prin. John R. Carnell, Albany Business College; Supt. F. J. Sagendorph, Hudson. "Manual training in New York schools, its present condition and its future possibilities," Supt. W. W. Howe, Whitehall. "Manual training in New York State Normal schools, its present condition and its future possibilities," Prin. Percy I. Bugbee, Oneonta Normal; Prin. Myron T. Scudder, New Paltz Normal; Pres. William J. Milne, State Normal college.

COUNTIES

Albany.—Prin. O. D. Robinson, of the Albany high school, in a talk to his pupils about the recent inauguration of President William McKinley, predicted that Mr. McKinley is the last veteran of the Civil War that will occupy the office of chief executive.—At a recent meeting

of the board of education, by suggestion of Dr. Bendell, it was voted that the services of Mary E. Gray, for 46 years in the public schools of Albany, be recognized in some suitable manner. The matter was referred to the committee on instruction.—A well-prepared and thoughtful lecture was recently given at the Normal College by Miss Mary McClelland, on the subject of the "Renaissance in Education."—Dr. E. Helen Hannahs, of the faculty of the Normal College, has begun a series of lectures on the subject of "History of Philosophy."—The following teachers have been granted leave of absences from the Albany schools: Jean T. Gilligan, No. 13, until close of year; Catherine F. Murray, No. 10, leave extended for two months; Margaret J. Barry, No. 21, four months; Edith V. Lomax, No. 24; Catherine P. Beers, No. 7; Augusta M. Doyle, No. 6; Emily L. Byron, No. 2, and Miss Katharine F. Stephens.—At a recent meeting of the Albany board of education resolutions were read and adopted regarding the retirement of Com'r James M. Ruso, who served long and efficiently on the board.—At a recent meeting of the board of education of the Albany schools, a communication from Prin. C. E. Franklin, of the city training school for teachers, was reported, in which he suggested that the teachers' course be extended to one and one-half year, then later to a two-year course.—The current issue of the Normal College *Echo* contains a fine page portrait of Mrs. Margaret Sullivan Mooney, the efficient teacher of elocution, rhetoric and English literature in that institution.—The entire educational exhibit of the Albany schools at the Paris Exposition, through Director of Education Howard J. Rogers, was transferred to the Russian government, and is now displayed at St. Petersburg.—The Albany schools have lost a warm friend and personal advocate by the death of General John F. Rathbone. He was often a visitor to the different schools, and his interest in the boys and girls of Albany was unusual. He was senior trustee and presiding officer of Albany academy. The flags of some of the schools floated at half-mast in memory of him.—Thirty pictures have been added to the number which already adorn the walls of the high school at Albany.—Prin. James E. Glavin, of school No. 20, Albany, recently gave an interesting lecture at Rensselaer on "The Passion Play," seen by him on his tour to Europe last summer.—Corporation Counsel Andrews, of the city of Albany, has given an opinion that the school board may not legally hire janitors for the schools, but only recommend their appointment. It is within the control of the board of estimate and apportionment to fix the salary and compensation of any city appointee.

Allegany.—The program of the Allegany County Teachers' association, published in our last issue, was ably carried out at their meeting. The following officers were elected: President, J. M. Reed; first vice-president, C. H. Munson; second vice-president, Miss Ella I. Crandall; secretary, Miss Grace Tuttle; treasurer, I. M. Wright.

Broome.—Supt. Darwin L. Bardwell, of the Binghamton schools, has been called to Seattle, Wash., to deliver twelve lectures before the teachers of that city. This is an honor to Mr. Bardwell that is worthily bestowed, and is only

another evidence of his high rank as a school man.—In his recent report of the Binghamton high school, Dr. E. J. Peck, of the Regents department, commends Principal Banta very highly. The teaching of Latin and Greek is also favorably mentioned.—The Bevier street school building at Binghamton burned recently, involving a loss of \$10,000. The children were marched from the burning building without accident.—In reporting the school at Windsor, Dr. E. J. Peck, of the Regents' office, says: "This is an excellent school, doing good work. The teachers deserve high commendation." It is charged to the account of Prin. C. W. Vandergrift that he is wide-awake, progressive, and in earnest.

Cattaraugus.—Com'r S. A. Peavy, of the second district of Cattaraugus county, has sent out to his teachers a blank information sheet, and by its use will attempt to ascertain the condition of libraries in each district, and the feeling of the people towards libraries.—The school at South Dayton, Jos. N. Palmer, principal, has been voted a union school, and application has been made for a charter under the University of the State of New York.—Owing to sickness, Miss Bessie Hale has resigned her position in the South Dayton school.—The teachers of Cattaraugus county are preparing for an interesting session of the County association, to be held at Salamanca, May 24th and 25th. The executive committee, consisting of Prins. T. S. Bell, of Salamanca, and Burdette Phillips, of Allegany, and Com'rs Miss Christine McLennan and Geo. L. Waller, recently met to make arrangements.—Prin. John W. Fenton, of the Leon school, has resigned his position to accept a more lucrative one in New York city. He is a Fredonia Normal graduate.

Cayuga.—The local press speaks very highly of the career of Supt. B. B. Snow, who retires from the Auburn schools at the close of this school year. There is much cause of regret for his action, as he has been very efficient in building up the educational interests of that city. His successor is Clinton S. Marsh, at present superintendent of schools at North Tonawanda. Mr. Marsh is a graduate of Cornell University, and has a good record in his work. The selection seems to be a very worthy one.—Prof. J. W. Jenks, instructor of political economy at Cornell University, recently addressed the teachers of Auburn on the subject, "The Relation of Schools to Public Life."—Owing to ill health, Miss Emma Alger has resigned her position in the Owasco school for the remainder of the winter term.

Cortland.—The board of education of Cortland have been inspecting schools in adjoining towns, to secure plans for the erection of a new school building.

Chautauqua.—The Dunkirk high school debating society recently won from the Zetesian society of the Fredonia Normal School, in a debate in the series of the inter-scholastic league. It is likely that the honors of the season will be carried away by the Dunkirk club. Much of their success is due to the training they have received under direction of Supt. E. E. Scribner.—The board of education at Jamestown have made provisions for erecting suitable fire escapes for

the school buildings of that city.—The increasing school population of Westfield has outgrown the capacity of the present high school building, and plans for the erection of a new one are being considered. Under Prin. P. K. Pattison's direction, this school is taking high rank.—Pupils of the Jamestown schools have \$11,247 denosited in local savings banks.—Supt. Emmet Belknap, of the Lockport schools, visited Jamestown recently, and reported what he saw and learned quite exhaustively. He seems to have been pleased with his visit, for in closing his report, he says: "The people of Jamestown have great reason to take pride in their efficient system of schools. It reflects their liberality, public spirit and, wise appreciation of the benefits of physical, social and industrial, as well as intellectual, training and education."—Prin. Myron J. Fletcher, of the Jamestown high school, has arranged for a series of lectures on economic subjects, to be given by local men.—To our observation there is not a newspaper in the State that pays more attention to local school matters than the *Jamestown Journal*. There is not a city in the State where the people generally know more of their schools and have greater interest in them than Jamestown. With the former knowledge, it is not hard to understand the latter condition.—Parents of Westfield pupils have voted on the single session plan. The vote stood 382 for and 84 against. The scheme, however, will not be tried.—Prin. Clayton G. Durfee of the Portland school has accepted a lucrative position in New York city.—Probably there is no city in the State that has so many disagreements in its board of education than Dunkirk. Special legislation has recently raised a deadlock, and has caused out-spoken disapproval by the Democratic element. The present method of electing the board, an equal number from each political party, makes the trouble. Notwithstanding this, Dunkirk has the finest high school building in the State, for the size of the place, and good schools.—The question of whether or not Westfield shall have a \$35,000 high school building will soon be settled by vote of the taxpayers.—There is not a school-man in the State who says more when he talks and puts what he has to say in fewer words than Dr. S. H. Albro, of Fredonia. There is not a teacher in Jamestown who is not better and wiser from hearing his recent talk on "How to Study."—Largely through the enterprise of Prin. R. A. Matthewson the taxpayers of Irving have decided to have a union school.

Chemung.—Miss Jennie C. Peterson, of Brooklyn, has been appointed to the position in the Elmira schools made vacant by the resignation of Miss Alice Aldrich.—Mary B. Dunn and Ella C. Peterson have been appointed to positions in the Elmira schools.

Chenango.—The officers of the Principals' association of Chenango county are as follows: President, B. C. Van Ingen; vice-president, Charles Loomis; secretary, Charles S. Gibson; treasurer, R. K. Toaz.

Dutchess.—A recent visit of the board of health of Poughkeepsie to the high school in that city brought to light the fact that the building has settled in parts, and is in poor structural condition. Considerable repairs will be made.—The Dutchess County Horticultural society have ad-

vanced an idea that will greatly benefit the public schools. They propose to engage the children of the schools in a competition in raising flowers and plants from seeds and cuttings, offering four prizes for the contest.—Prin. J. E. Clark has resigned his position in the Hyde Park school, and has accepted the principalship of school No. 6, Manhattan. Frederick S. Holbrook, of Freeport, N. Y., has been elected to fill the vacancy.—Prin. Geo. E. Brownell, of the Pine Plains high school, has resigned his position to accept one under the State department.

Erie.—The association of the second district recently met with the city chapter at the Masten Park high school, Buffalo. An inspiring lecture by Sarah Louise Arnold, superintendent of the Boston schools, upon the subject, "What Are the Essentials," was a prominent feature.—The graduating class of the Angola union school numbers eleven members. Edna Kellogg is president.—At a recent meeting of the School Principals' association they discussed the following subjects: Teachers' Meeting, How Made Helpful, which was opened by Prin. C. E. Smith; Recess and Recreation Periods in Primary Grades, opened by Prin. E. M. Adams; Supplementary Reading, opened by Prin. Milford Kleis.—The injuries received by Supt. Henry P. Emerson and Dr. Ida Bender, of the Buffalo schools, in the Wabash railway wreck, while en route for the Chicago meeting of the National Educational association, proved much more serious than were at first anticipated. Both have been in dangerous condition.—The fight for better salaries is yet on in Buffalo. A monstrous petition has been handed the city authorities in regard to the matter, asking them to take favorable action.—Prof. Jeremiah W. Jenks, of Cornell University, was a recent guest of the Liberal club of Buffalo, and addressed the members upon the subject of "The Relations of the Public Schools to Business Life." The address was given without notes or manuscript, and made a deep impression upon his hearers, for its clearness and practical thought.—Prin. W. B. Criswell, of the Hamburg high school, recommends that a kindergarten and well-equipped laboratory be added to the school facilities.—The school population of Lancaster numbers about 650. The school building was made to accommodate only 300, and has no modern conveniences. Hence the people are making strenuous efforts to secure a new building.

Essex.—Miss Flora Foote has resigned her position in the Westport school. Miss Daisy Bruffee has secured the position.

Franklin.—Prin. Eugene F. McKinley, of Chateaugay, has been elected to the principalship of the Freeport, L. I., school.

Fulton.—Miss Mabel A. Overbaugh, of Amsterdam, has been elected to the position in the Johnstown schools made vacant by the resignation of Miss May Brown. Miss Overbaugh comes to her position highly recommended.

Genesee.—Ten years ago the public schools of the village of Batavia were taught by twenty teachers and were credited with 155 610 aggregate days' attendance. This year the staff of teachers numbers 36, a gain of 80 per cent., and the aggregate days' attendance was 201,770.

Herkimer.—Miss Anna Murphy, a teacher in the Church street school, at Little Falls, recently tendered her resignation.—Miss Margaret E. Sterling, teacher of drawing in the Herkimer union school, has resigned her position to accept one as supervisor of drawing at Schenectady.

Madison.—Miss Harriet B. Stark, of Canandaigua, has been engaged to fill the vacancy in the Canastota school caused by the resignation of Miss Jessie W. Hurlbut.—It is a matter of extreme regret among the teachers of Madison county, that Prin. I. S. Sears, of De Ruyter, has decided to resign his position to enter into business. Prin. Sears is a man of unusual worth, and an ideal teacher, and has held position among the first school men of the county. This is another instance, we presume, where better pay entices a good teacher into another field.—Miss Cassalene Coon has resigned her position in the De Ruyter school. Mrs. Mary Rindge takes her place.

Montgomery.—Miss Anna M. Speidel has resigned her position in the Canajoharie school to take effect at the end of the school year.—Miss Frances E. Wilson has resigned her position in the Canajoharie school, and has been succeeded by Charlotte E. Dennison, of Edmeston.

Niagara.—Mrs. Anna Eggleston Friedman recently gave one of her valuable addresses before the teachers of Lockport upon the subject, "The Primary School at the Beginning of the New Century."—At a meeting of the taxpayers of Niagara Falls, to discuss the matter of a new high school building, a committee was appointed to investigate and ascertain the needs and cost of such a structure. The committee have reported in favor of a new building to be erected at a cost of \$120,000, and \$25,000 for a site.

Oneida.—Miss Lois Scott, who has been a teacher in the Oriskany Falls school, has accepted a position in the school at Fonda.—Arthur B. Darling, of New York Mills, now taking post graduate work at Harvard University, has been elected to the position of head of the department of English in the Centenary Collegiate Institute at Hackettstown, N. J.—A. H. Sumner has been elected president of the Utica school board.—One of the members of the graduating class of the Rome high school has received a communication from an enterprising firm, offering to sell literature for commencement exercises, high school orations and essays, from \$3 to \$8; college essays, orations and debates, from \$3 to \$15; political speeches, from \$10 to \$30; lectures, \$10 and upwards; sermons, from 50 cents to \$25; all work, with the exception of low-priced sermons, guaranteed to be original.—Supt. George Griffith, of the Utica schools, who has that rare yet happy faculty of saying sensible things, recently addressed his teachers upon what he saw and heard and learned at the Chicago meeting of the N. E. A.

Ontario.—The teachers of the city of Geneva enjoyed a profitable institute March 14th and 15th. Conductor Henry R. Sanford was in charge. Owing to the enforced absence of Dr. David Eugene Smith, Prof. Irving B. Smith, of Warsaw, took his place. The program was especially practical and helpful. The evening lecture was given by Dr. Myron T. Scudder, of the New Paltz Normal school, upon the subject "A

Practical Kind of Child Study." According to a recent report of the Geneva schools, we are impressed with the opinion that Supt. Truesdale understands fully the educational needs of that city.

Orange.—The Orange County Teachers' association will meet at Cornwall-on-the-Hudson April 27th.—Every Regents' paper of the January examination for the Goshen high school was accepted. This is a worthy record.—Prin. L. W. Hoffman, of the Warwick high school, recently gave a lecture in the college series course at Goshen.

Oswego.—The appointment of Com'r C. Edward Jones to a position in the State Department of Public Instruction necessitated the appointment of another commissioner. Three candidates were in the field: H. Irving Pratt, of Orwell, F. B. Rich, of Fernwood, and Dr. Bartlett, of Williamstown. Mr. Pratt will graduate in the classical course from Oswego Normal in June, and has had two years' successful experience as teacher. Dr. Bartlett spent a year in the Normal College at Albany, and has had ten years' experience as a teacher. Mr. Rich is a graduate of Mexico academy, and has taught two years. Mr. Pratt received the appointment, and is now the youngest commissioner in the State.—Prin. C. W. Richards, of the Oswego school, has made formal request for additional teachers to help carry out his plans for the work of that school. Heeding his request, the board have elected two teachers to assist him, Mr. John W. Vedder, of Schenectady, and Miss Louise Hosmer, of Oswego. Both are well fitted for their positions.—The Teachers' association of the third commissioner's district met at Williamstown. The presence of C. Edward Jones, late commissioner of the district, was a pleasant feature of the occasion. The program follows: Paner, "To what extent should history and civics be taught in rural schools?" Prin. Herman W. Kandt, Richland; discussion, Miss Allie Husband, Sandy Creek; paper, "Reviews in school work," Prin. Louis A. Bean, Altmar; discussion, Prin. A. H. Norton, Mexico; Miss Dora E. Naylor, Richland; paper, "Supplementary reading in rural schools," Miss Jennie Baker, Mexico; discussion, Miss Myrtis Crannell, Mexico, Com'r C. Edward Jones, Pulaski; paper, "What parents expect of teachers," Rev. E. E. Grosh, Williamstown; discussion, Dr. H. G. Bartlett, Williamstown; paper, "What teachers expect of parents," Miss Maud Gardiner, Smartville; discussion, Miss Anna M. Lacy, Pulaski, Prin. F. E. Arthur, Sandy Creek.

Onondaga.—Prin. S. R. Brown, of the East Syracuse high school, recently addressed the Labor Lyceum, on the subject of the "Dignity of Labor."—The recent report of Supt. A. B. Blodgett of the Syracuse schools shows an increase in attendance over last year of 655. The schools are provided with one teacher for 35 pupils, on an average. In closing his report he says: "I still feel that our work contains all that we ought to engage in and that the best thing we can do—in fact, all that we ought to do in the near future—is to enrich our work by improving the quality through the elimination of those features which appear to be of the least importance and of the least educational value." Surely

the Syracuse schools have reached a high plane of efficiency under Mr. Blodgett's superintendence; and the suggestion made by him in closing his report is worthy of the attention of other superintendents and school men.—Two new kindergartens have been opened in the Syracuse schools.

Otsego.—Calvin Derrick, of Oneonta, has been elected principal of the Morris high school. He is a graduate of the Oneonta Normal school, and is well qualified for his position.

Queens.—Eugene F. McKinley, of Chateaugay, N. Y., has been elected principal of the Freeport school, in place of Prin. C. W. Oley, who has held the position for eight years.

Rensselaer.—Supt. George F. Sawyer, of Troy, reports a great amount of sickness, which is seriously affecting the schools of that city.—The Court of Appeals has decided that Mayor Conway, of Troy, had legal right to remove from office Com'r Frank E. Howe.—Brother Bede has resigned as principal of the Troy Catholic male orphan asylum, and Brother Elias has been appointed to fill the vacancy.—Miss Isabella Hagen has resigned her position in school No. 2, Troy.—Dr. McKenna has been re-elected president of the Troy school board. At their recent meeting resolutions were passed asking that the work on the new high school be hurried.

Rockland.—Miss Hattie Telford has resigned her position in the Nyack school to accept one in New York city. The vacancy has been filled by the appointment of Miss May Patchin.

Saratoga.—The teachers of the public schools of Waterford in a recent meeting listened to an interesting discussion of the subject of "Judicious Punishments." Among those who took part were Prins. H. J. Gibson and Scott Youmans and Supt. A. Falconer. In the course of Superintendent Falconer's remarks he said: "No teacher should inflict corporal punishment except as a last resort, and not until at least one hour after the act of disobedience." Mrs. Hiller conducted a class in literature for the grammar grade teachers.—An effort is being made to secure a free State summer school for teachers at Round Lake.

Schenectady.—Supt. S. B. Howe, of the Schenectady schools, recently appeared before the board of education and made an earnest plea for a larger teaching force. He believes with the opening of the schools another year, there will be a large number of pupils for whom teaching privileges will be inadequate.—The school board of Schenectady have settled the question of location of the new high school building, which has occupied their attention so long. The new building will stand on the Graham property on Nott Terrace.

Schoharie.—We are pleased to note that Prin. S. C. Kimm, with his entire teaching force, has been re-engaged at Middleburg. Principal Kimm receives a substantial increase in salary, a well-merited acknowledgment of a progressive man.

Schuyler.—Mrs. Eveline Brewer, of Tyrone, is credited with being one of the oldest teachers in service in the central part of the State. She began teaching forty-seven years ago.

St. Lawrence.—Principal Simpson, of the Potsdam school, is making a strong effort to have his school placed under the Regents. It would certainly be of advantage to take this step.

Steuben.—The board of education of Bath have unanimously elected Prin. Walter T. Palmer as principal of the school for another year.

Suffolk.—Prin. Charles E. Keck, of the Southampton schools, has resigned his position. His assistant, Miss Harriet L. Foreham, has also resigned.—The Mid-winter meeting of the South Side Teachers' association at Patchogue took up the following program: Marking Examination, Principal Noll; Intensive Study—Its Value and Results, Principal Hunt; Class Exercise, Miss Lucy Thomas; Some Interesting Events of the Civil War and How to Use Them, Commissioner Packer; Composition in Connection with High School English, Mr. Sincerbeaux.—The union school at Sag Harbor has been advanced to the high school grade by order of the Regents. The indefatigable work of Prin. Charles Armstrong is accountable for much of this honor.

Tioga.—The people of Waverly are already laying plans for a new school building, to take the place of the one recently destroyed by fire.—Four schools will compete in the joint debate to be held at Owego during the session of the teachers' institute, Newark Valley. Owego, Spencer and Waverly.—Owego claims a training class that ranks second in the State. This is an honor worthy of mention.

Tompkins.—There was a meeting of attendance officers with the commissioners of Tompkins county recently at Ithaca. The methods of procedure in enforcing the compulsory education law were discussed. State Inspector James D. Sullivan was present and addressed the meeting.

Ulster.—The meeting of the teachers' association of the first district at Saugerties last month was very largely attended, and was, moreover, a very valuable session. President John J. Moran presided. Miss Elizabeth Johnston, of school No. 4 of Kingston, spoke on the "Word Method" of teaching reading. The discussion which followed was taken part in by M. G. Cohen, Principals Minard, McConnell, Moulton, Shull, Powers and Mrs. Teitter. Principal Minard spoke on "The Complex Sentence." He was followed by Miss Margaret T. Larkin. Mrs. Althea T. Teitter, of Glasco, made a very interesting talk about "Physiology in the Primary Grades." Principal McConnell, of Kingston, spoke on the "Twentieth Century Schoolmaster." He was followed by Prin. John E. Shull, of Ulster academy, on the same subject. Prin. Henry Powers, of Kingston, spoke on environment of circumstances, early impressions, individuality in judgment and action, sociability, changes in the profession of teaching, and school work at the close of one century and at the entering upon another. The next meeting will be held in this city on Saturday, June 8.—At the special meeting in district No. 15, Kingston, ordered by State Superintendent Charles R. Skinner, Simon Heitzman was re-elected trustee.

Warren.—The annual meeting of the Saratoga branch of the International Kindergarten Union was recently held at Glens Falls and was well attended by kindergarten teachers of that vicinity.

The following officers were elected: President, Miss Myra Holmes, Saratoga; vice-president, Miss Banker, Fort Edward; secretary and treasurer, Miss Williams, Sandy Hill. An important feature of the meeting was an address by Mrs. Franklin H. Chase, of Syracuse.—Miss Edna M. Salisbury, of the Warrensburg school, has resigned her position to accept a better one in Greater New York.

Westchester.—The board of education at White Plains arranged for a parents' meeting, to which all the friends of the public schools were invited. The meeting was addressed by President of the Board Dr. H. E. Schmid and Supt. I. E. Young, of the Rochelle school. The idea is to bring patrons into closer knowledge of the school.

GREATER NEW YORK

Manhattan.—Miss Eliza Woods, woman superintendent of Normal College, died at her room in the Hotel Beresford, March 8. She had been connected with the college since 1870, and was one of the most valued instructors of the institution. Her death is deeply felt by the faculty and pupils of the school.—New York University will be much beautified by a new window, which as an art feature will rank among the first of its kind in the world. It will typify Chancellor Henry M. MacCracken's conception of the entrance to true and lasting fame. The qualities of human character he deems essential to exemplify the thought, are strength, goodness and justice, each being represented by a figure of exceeding beauty.—The distinguished poet, Edwin Markham, addressed the DeWitt Clinton high school annex boys Washington's birthday. He was given marked attention, and his address was deeply interesting.—Dr. Cecil F. P. Bancroft, principal of Phillips academy of Andover, Mass., recently entertained the Schoolmasters' club at the St. Denis. The occasion was one of much pleasure to all attending. Responses were made by several distinguished members.—Charles Curtis, Ph. D., has been assigned the principalship of school No. 52, at Inwood-on-Hudson. He is a man of much culture and high scholarship.—Associate Superintendent A. W. Edson is arousing much interest by his recent lectures upon the subject of oral language teaching. He believes that every teacher can accomplish valuable results if he cultivates the art of story-telling.—Prof. A. V. Williams Jackson, of Columbia University, has received five manuscripts of the sacred books of the Avesta in recognition of services to the religion of Zoroaster. This is the best collection of Indian manuscripts outside of India.—"The Teaching of English in the Schools" was recently discussed by Prof. E. E. Hale, of Union College, before the Schoolmasters' association.—Supt. Charles R. Skinner was a recent guest of the Male Teachers' association at a banquet held at the Hotel Albert, and addressed that body.—Controller Coler proposes a plan of constituting the graduates of the high schools and the college of the city of New York a preferred class for employment in the city's offices. His plan, however, is not in favor with the school authorities of New York.—The new library

building of New York University will be opened this fall, it is now expected.—The chairman of the committees of the borough board, as announced by President Miles O'Brien, are as follows: Finance, Mr. Kittel; sites and buildings, Mr. Sterne; teachers, Mr. Livingston; special and high schools, Mr. Burlingham; studies, by-laws and legislation, Mr. Whitaker; lectures and libraries, Mr. Emmet; special committee on legislation, Mr. Stern.—The charter of the city of New York grants to the superintendent of schools the right to examine all applicants for positions to teach in the schools of the city. This does not except even the graduates of the Normal College. Dr. Thomas Hunter, of the Normal College, cannot see a reason why his graduates should be required to take such examination, and his views have considerable support. The record, however, of the graduates of this institution shows that last year only twenty-one per cent. failed to pass, while fifty-seven per cent. of the graduates of other colleges failed.—Judge S. D. Maddox, has rendered an interesting decision in the matter of the salaries of teachers of music in the Brooklyn schools. These salaries were denied the teachers by Superintendent Maxwell upon grounds that they had not been duly licensed by him. The court overrules this contention, and decides that the licenses issued by the former city of Brooklyn are valid. Judge Maddox farther rules that they shall remain in force until revoked for cause by the State superintendent.—President O'Brien has appointed the following committees of the central board: Committee on finance, Mr. Robertson (chairman), Mr. Greene, Mr. Kittel, Mr. Moriarty, M. E. Sterne; committee on sites, Mr. Farrell (chairman), Mr. Adams, Mr. Cashman, Mr. Cole, Mr. Morris, Mr. Thompson, Mr. White; buildings, Mr. Adams (chairman), Mr. Cole, Mr. Kittel, Mr. Robertson, A. Stern, Mr. Thompson, Mr. White; supplies, Mr. Moriarty (chairman), Mr. Cole, Mr. Kittel, Mr. Richardson, Mr. Somers, A. Stern, Mr. White; system, Mr. O'Keeffe (chairman), Mr. Davis, Mr. Dresser, Mr. Greene, Mr. Richardson; by-laws and legislation, A. Stern (chairman), Mr. Cole, Mr. Davis, Mr. Morris, Mr. O'Keeffe; library and annual report, Mr. Dresser (chairman), Mr. Farrell, Mr. Morris, Mr. O'Keeffe, M. E. Sterne; nautical school, Mr. Greene (chairman), Mr. Adams, Mr. Cashman, Mr. Farrell, Mr. Richardson, Mr. Somers, M. E. Sterne; Normal College, Mr. Richardson (chairman), Mr. Adams, Mr. Davis, Mr. Dresser, Mr. Kittel, Mr. Moriarty, Mr. Somers, A. Stern, President Hunter (*ex officio*).—A business man and his wife, who refuse to make public their names, offer \$100,000 to the Teachers' College of Columbia University.

Brooklyn.—The Brooklyn school board have passed the following resolutions: A leave of absence may be granted without pay for a period not to exceed one year to a principal, a head of department, or a teacher, on the recommendation of a local committee, or to a director, supervisor, or a special teacher, on the recommendation of the proper committee on a special branch, provided such period is to be spent in study or research connected with educational work.—Much praise is given Associate Superintendent Edward B. Shallow for his selection and arrangement of

the free course of lectures in the public schools of Brooklyn. Between 200 and 300 lectures were included in this course.

Queens.—Dr. John H. Haaren addressed the March meeting of the Queens Teachers' association on the subject of the "Educational System and Methods Presented at the Paris Exposition."—The following teachers have been appointed to positions: Florence L. Weeks, to school No. 11; Kate Burnett, to No. 11; Helen S. Henry, to No. 1; Elizabeth I. Early, to No. 46; Florence Williamson, to No. 77; Esther M. Patterson, to No. 8; Bertha King, to No. 18; Edith Barteau, to No. 25; Katherine Stehlin, to No. 35; Florence A. Collins, to No. 38; Mary A. Harn, assistant principal at No. 39; Helen M. Hughes, to No. 17; Marion Dodd, to No. 55; Louise B. Luckhardt, to No. 54; John J. Loftus, to No. 59; Katherine White, to No. 59; Jennie Fordham, to No. 68; Marion Scully, to No. 68; Aberta Becker, to No. 71; Nancy Bergdahl, to No. 71; Emily Deverall, to No. 75; Cecilia McNulty, to No. 75; Helen S. Farrell, to No. 75; Elizabeth Fitzgerald, to No. 58; Joseph L. Tierney, to No. 68. The schools have needed the services of these teachers very much, and their appointment is hailed with joy by their colleagues.

AMONG THE COLLEGES

THE GENESEO NORMAL SCHOOL

The students of the Geneseo Normal listened to a recital of Shakespere's "Merchant of Venice" in Normal Hall, Monday afternoon, March 25th. The entertainment was presented by Mr. and Mrs. Curtiss M. Lindley, and was listened to with much interest by all who were privileged to attend.

The department of physical culture of the Geneseo Normal held a carnival of gymnastics in the school gymnasium, Friday evening, March 29. The exhibition represented the work done in the line of physical development throughout the institution, including the primary and intermediate departments. Among the events were exhibitions of fencing, work on the parallel bars and vaulting-horse, a prize drill and minuet by the young ladies, besides a variety of calisthenic drills. The attendance was large, and receipts netted \$100 for the athletic association.

There will be no Easter vacation this year. The students put the question to vote and decided that they would prefer the closing of school a week earlier in June.

Dr. John M. Milne, principal of the Geneseo State Normal School, will deliver an address before the New York Schoolmasters' club, which meets in New York city, April 13, at the St. Denis hotel. The subject of the address will be "The Public Schools."

VASSAR COLLEGE

Mr. John D. Rockefeller has given Vassar College \$110,000 for a new residence hall. These four dormitories with the lecture hall, built by Mr. Rockefeller, will complete three sides of the quadrangle.

BUFFALO NORMAL SCHOOL

Miss Mary E. Wright, who had been a member of the Normal School faculty for twenty-nine (29) years, resigned her position June, 1900. Miss Wright had served the school every year since established, lacking one. Her resignation caused regret among the board, faculty and alumni. Miss Lucy E. Mott, a graduate of Wellesley College, 1897, was appointed to fill the vacancy caused by the resignation of Miss Wright. Miss Mott's previous experience in teaching has been one year in the South, and two in the Buffalo Seminary.

A valuable gas engine has been very recently added to the science department. It will be used to operate a ventilating fan for the laboratory, to run a dynamo for generating electricity for stereopticon views, besides its use in the physics laboratory for study.

A mid-winter meeting of the alumni was held in the Normal School Assembly room, Friday evening, March 8th. It will be both business and social in its nature.

PLATTSBURGH NORMAL SCHOOL

The annual meeting of the board of managers was held recently and resulted in the following organization: President, Hon. J. B. Riley; secretary, Hon. E. C. Baker; treasurer, Hon. George S. Weed. The improvement of the buildings and grounds was discussed at considerable length.

Under direction of Prin. George K. Hawkins some fifty copies of paintings of famous artists have been framed and now adorn the walls of the school-rooms.

The teaching of physical culture is a new branch of school work. There is a steadily growing demand for teachers who have made a study of this important work, and it is to supply this demand that the work has been taken up in a scientific manner. E. B. Angell has been engaged as physical director, and every pupil in the school is obliged, unless excused on physician's certificate, to take part in the regular class work. The physical culture training consists of calisthenic drill, Indian club and dumb bell exercises, pole vaulting, ring and ladder exercises and hand ball, and in these not only the boys but a number of the young ladies are also becoming quite expert. Dressing rooms and shower baths have been provided for the accommodations of the pupils.

There are now about 200 students in the Normal proper and nearly an equal number in the model and primary departments. Under a new rule no student is admitted to the school after the third week of the term, and consequently no students have arrived for some time.

The four school societies each have prettily furnished meeting rooms, and are in every possible way encouraged by the principal and members of the faculty, and each society is in a prosperous and growing condition.

The Plattsburgh Normal School is equipped with physical and chemical laboratories, each well supplied with the most modern appliances and in every way equal to any school in the State, and superior not only to many of the schools, but also to many colleges.

IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has issued college graduate certificates to: William McAndrew, Brooklyn, University of Michigan, 1886; Jacob I. Tallman, St. Regis Falls, St. Lawrence University, 1888; Susan Jane Evans, Catskill, Cornell University, 1897; Arthur Edwin Chase, Fayetteville, University of Vermont, 1889; Elizabeth Hallock Hazeltine, North Tonawanda, Vassar College, 1897; Mary Josephine Nelson, Jamestown, Oberlin College, 1896; Grace Gifford, Jamestown, Mt. Holyoke College, 1894; Anna Mynene Benjamin, Jamestown, Cornell University, 1894; Lucy Fish Baker, Jamestown, Mt. Holyoke College, 1896; Clara G. Hookway, Waterloo, Syracuse University, 1897; Mabel Cornelia Doggett, Sandy Hill, Elmira College, 1896; Alice Medora Ferry, Mt. Vernon, Barnard College, 1897.

Hereafter the certificate from the intermediate department of a normal school will not be accepted as qualification for entrance to the normal department, the objection to this certificate being that as each school conducted its own final examination, the standard for admission throughout the State was not uniform.

For failure to enforce the Compulsory Education law, Superintendent Skinner issued, during February and March, orders withholding one-half the public money apportioned to the following districts: District No. 2, Stratford, Fulton county; district No. 8, Deer Park, Orange county; district No. 8, Mooers, Clinton county; district No. 3, Mooers, Clinton county; district No. 10, Chazy, Clinton county; district No. 15, Durham, Greene county; district No. 6, Claverack, Columbia county (village of Philmont); district No. 2, Kinderhook, Columbia county, (village of Valatie).

DECISIONS IN APPEALS

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

A. J. Gumaer v. William P. Kaufmann as school commissioner and commissioner district of Orange County, from an order made by such commissioner dissolving school district No. 7, town of Mount Hope, Orange county, and uniting the territory to adjoining school district No. 12, town of Deer Park, Orange county. Appeal dismissed and order of the commissioner affirmed.

Kenner G. Gifford and another from proceedings of special meeting held on November 9, 1900, in union free school district No. 7, town of Cheektowaga, Erie county, in the election of one McGuire as trustee. Appeal dismissed.

Frank Doehler and others v. Board of Education of the city of Rochester, Monroe county, from an order establishing the hours of instruction for first grade teachers from nine to eleven thirty, for the morning session and from one thirty to three thirty for the afternoon session, such first grade pupils to have instruction for one session only each day during the school year. Appeal dismissed.

In the matter as to whether certain real property should be assessed for school purposes in

school district No. 3, or school district No. 4, town of Komulus, Seneca county. Decided that the portion of the land within each district respectively should be assessed in the district in which it is situated, as non-resident land and a description of the same entered on the tax list.

Helen M. Webster v. Board of Education of union free school district No. 4, town of Eden, Erie county, from the action of the board in dismissing the appellant as teacher in the district. Appeal sustained and the board directed to pay the appellant the sum agreed to be paid to her as such teacher for the present school year.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements April, 1901

ADMINISTRATIVE DEPARTMENT

Convocation. The 30th University convocation is to be held in the Senate chamber at Albany, July 1, 2 and 3. Monday evening there are to be short addresses from Chancellor Upson, Vice-Chancellor Doane, Regents Lord and McKelway. The annual address, Tuesday evening, is to be given by Pres. William Herbert Perry Faunce, of Brown University. At the three main sessions the theme for discussion is "Present Tendencies in Education," i. e., tendencies in education in the United States at the beginning of the 20th century. Tuesday morning at 9:30, Prof. Elmer Ellsworth Brown, of the University of California, is to give the opening address on "Present Tendencies in Secondary Education." Supt. William H. Maxwell, of New York city. George H. Locke, editor of the *School Review*, University of Chicago, Supt. Charles B. Gilbert, of Rochester, Prin. Fred Van Dusen, of the Ogdensburg free academy, Supt. A. B. Blodgett, of Syracuse, Prin. James Winne, of Poughkeepsie, and others are to discuss this subject. It is not known definitely as yet who is to give the opening address on "Present Tendencies in Higher Education." President Stryker, of Hamilton College, Pres. Rush Rhees, of the University of Rochester, Mr. Harcourt, the minister of education for Ontario, President Raymond, Union University. A. E. Winship, editor *Journal of Education*, and others will speak on this question. Wednesday morning Dean John Butler Johnson, of the College of Mechanics of Engineering, University of Wisconsin, gives the opening address on "Present Tendencies in Technical and Professional Education." He is to be followed by Pres. George B. Stewart, of the Auburn Theological seminary, Dr. Bayard Holmes, secretary of the Association of American Medical Colleges, Prin. Percy I. Bugbee, of the Oneonta Normal school, and others. Convocation will close with the report on necrology, by C. W. Bardeen, editor of the *School Bulletin*.

The fact that so many representative men have taken places definitely on the program at such an early date is an indication of an unusually interesting convocation. It is hoped also that the present promise of an exceptionally large attendance of college and high school men both from New York and from other states will be fully realized.

STATE LIBRARY AND HOME EDUCATION

Bibliographies. Students of New York history will be glad to know that a classed bibliography of New York colonial history, of 229 pages with an alphabetic index of 43 pages, has just been issued as bulletin 24 in the bibliography series of the New York State library, and will be mailed to any address for 35 cents. Most of the books and articles cited are in the State library, and, as in all the lists of this series, the library call number is given for every work in the New York State collection.

A reference list showing the resources of the New York State library on Connecticut local history, similar to bibliography 24, was published in December, 1900, as bibliography 23, at 15 cents. It is expected that a list showing what is available on Maine local history, both in the New York State and Bowdoin College libraries, will be ready in June. As these historical bibliographies include works containing much family history, they are a great help to the growing number of genealogists.

Bibliography bulletin 25 (price 20 cents) is a similarly classed and indexed list of about 100 pages on China and the Far East. It will be ready about April 10, and will be of much service to those interested in the present history and future of the world's oldest empire. The compiler of the bibliography, Miss Margaret Windeyer, a graduate of the New York State Library school, class of 1899, is herself a native and till recently a resident of Sydney, Australia.

Traveling libraries and pictures. In March 20 libraries were sent to 24 different borrowers, while 2,577 slides and 881 photographs, besides wall pictures and lanterns, were lent to 38 schools and clubs.

Study clubs. Rye study club and Shelter Island summer study club have been registered, making the total number of registered clubs 445.

STATE MUSEUM

A comprehensive report on the clay industry of New York has just been issued as bulletin 35 of the New York State museum. It is bound in cloth and contains over 440 pages and 140 plates. The author, Dr. Heinrich Ries, is an acknowledged authority on the subject. A bulletin on the lime and cement industries is now in press.

For several years the State museum has devoted a considerable portion of its appropriation to the study of the zoology of the State. Reports on the mammals of New York were issued in 1899 and 1900 by Gerritt S. Miller; and Dr. Marcus S. Farr has in preparation a monograph on the ornithology of the State.

During the present year particular attention will be paid to the much neglected groups of reptiles and batrachians. A preliminary catalogue of the batrachians, lizards and turtles of New York is now being prepared by Dr. F. C. Paulmier, assistant in zoology at the State museum. E. C. Eckel has in preparation a bulletin discussing those species of snakes inhabiting the New England and Middle states. The aid of local naturalists and scientific societies is requested in order that the faunal lists may be as complete as possible. Specimens of reptiles and batrachians sent to the State museum will

be identified and properly labeled. Lists of the species of reptiles and batrachians occurring at any points within or near New York State would also be of great service. All information or specimens received will be credited properly when mentioned in print. At present little or no information is in print regarding the occurrence and distribution of reptiles and batrachians throughout the State; and it is hoped that the preliminary catalogues to be published this year will stimulate research in this direction.

Investigations in economic zoology have also been carried on under the direction of Dr. F. J. H. Merrill. The food fishes of certain parts of the State have been studied in detail, and the clam and scallop industries have been carefully investigated. During the present season Dr. Paulmier will take up this work, beginning with a study of the crab, its habits and culture. The food and spawning periods of our salt water food fishes will also be investigated by Dr. Tarleton H. Bean, who is preparing a catalogue of the fishes of New York.

Geologic work, which has been carried on steadily in New York since 1836, will receive its full share of attention. Dr. Merrill will soon publish a statistical sheet giving values and quantities of the various mineral products during the past year.

State entomologist. The entomologic exhibit at the Pan-American Exposition will be installed in the forestry building.

The State entomologist lectured March 14 at Worcester (Mass.), before the Massachusetts fruit-growers' association on "Recent problems in the control of insects injurious to fruit trees."

The 16th report of the State entomologist will be issued soon. The more important features are two articles, illustrated by colored plates, on the gipsy moth and the palmer worm, and the detailed account of a series of experiments in controlling the San José scale in orchards.

A bulletin on some of the more injurious scale insects of New York State is in the printer's hands. This gives brief accounts of seven species, each represented in detail by an admirably colored plate. Some of the species treated are: apple-tree bark louse, scurfy bark louse and San José scale insect. Remedial and preventive measures for these pests are fully discussed and tables for their recognition are given.

A portion of the results obtained by Dr. J. G. Needham and his assistant, Mr. Betten, in their work last summer at the entomologic field station, Saranac Inn, is also in the printer's hands. This is a bulletin illustrated by a large number of text and plate figures, including six admirably executed colored plates. Dr. Needham was in one of the best locations in the State for the study of aquatic insects; and his work has resulted in the discovery of many new species, the working out in more or less fulness of many hitherto unknown life histories, and the ascertaining of a great many interesting biologic facts. His work paves the way for an economic study of this group in relation to its value as food for fish. Dr. L. O. Howard, chief of the division of entomology, United States department of agriculture, who has examined the manuscript, characterizes it as "by far the most important paper on aquatic insects which has been published in this country."

REGENTS' EXAMINATIONS

HIGH SCHOOL DEPARTMENT

167TH EXAMINATION

JANUARY, 1901

[NOTE.—Words, phrases or sentences inclosed in parentheses have been supplied by us, and indicate that the paper in that respect had been marked wrong, or contained a mark to indicate that there was something lacking either to fill out or to better express the sense.—EDITOR.]

LATIN—FIRST YEAR

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Questions.

1. Indicate the gender, accent and division into syllables of four of the following nouns: *noctis, nautarum, vulneribus, libros, oppidum, Italia, passuum, equus.*
2. Decline *res, domus*, in the singular; *mare, exercitus, princeps*, in the plural.
3. Translate into English: Postquam Caesar equitatum praemisit, secutus est omnibus copiis. Equites nostri flumen transierunt atque cum hostium equitatu proelium commiserunt. Reliqui hostes, qui in silvas fugerant, in nostros milites impetum fecerunt. Praemitto—send forward, reliquus—the rest of
4. Conjugate *commisiscunt* in the pluperfect subjunctive active, in the future indicative passive; *fecerunt* in the imperfect subjunctive active, in the perfect indicative passive.
5. Translate into Latin: a) Caesar orders his forces to cross the river. b) Who will follow with the cavalry? c) Caesar is unwilling to send the tenth legion. d) The Romans were braver than the enemy. e) He says that the man is prudent.
6. Write the third person singular of each of the tenses of the indicative and subjunctive of *eo*.
7. Translate into English: Post hoc proelium Athenienses multas naves imperatori dederunt ut cum insulis quae barbaros iuverant bellum gereret. Cum populum harum insularum oratione reconciliare non posset, copias e navibus eduxit et eorum urbes expugnavit. Atheniensis—an Athenian, reconcilio—win over
8. Give the reason for the case of *imperator, oratione, eorum*; for the mode of *gereret, posset*.
9. Translate into Latin: a) Two battles were fought by the Romans. b) He sends a ship to capture the island. c) We must destroy this city. d) He will lead a large army into Italy. e) Take the books that I have.
10. Decline the gerund of *audio*. Compare *malus, celer, brevis*. Form an adverb from *carus, levis*.
11. Write the principal parts of *mitto, doceo, pugno, scio, facio*.
12. Decline in the singular *is altior vir, quidam miles*.
13. Give all the infinitives, active and passive, of *rego*. Define and illustrate *penult, enclitic*.
14. Translate into English: Quattuor dies Xerxes cum multis milibus hominum expectavit; quinto die, cum Leonidas copias non abduxisset, proelium commisit. Sed magnus numerus Persarum aut vulneratus aut interfectus a Graecis cecidit; reliqui fugerunt.
15. From the Latin passage in question 14, select a) a direct object; b) an ablative of accompaniment; c) an accusative of duration of time; d) an ablative of the agent; e) a partitive genitive.

Answers.

FRANCES W. LAMPKINS, Masten Park High School, Buffalo, N. Y.

1. *noc'-tis*, fem.
op'-pi-dum, neu.
pas'-su-um, mas.
li'-bros, mas.
2. N. & V. *res domus maria exercitus*
Gen. *rei (domus) exercituum*
Dat. *rei domui or o maribus exercitibus*
Acc. *rem domum maria exercitus*
Abl. *re domo or u maribus exercitibus*
N. & V. *principes*
Gen. *principum*
Dat. *principibus*
Acc. *principes*
Abl. *principibus*
3. After Caesar sent the cavalry forward, he followed with all his forces. Our cavalry crossed the river, and then began a battle with the cavalry of the enemy. The rest of the enemy, who had fled into the woods, made an attack upon our soldiers.
4. Subjunctive Pluperfect Active.
commissem. *commissemus.*
commisisses. *commisissetis.*
commisisset. *commisissent.*
Indicative Future Passive.
committar. *commitemtur.*
committeris or re. *commitemini.*
committetur. *committentur.*
Imperfect Subjunctive Active.
facerem. *faceremus.*
faceret. *faceretis.*
faceres. *facerent.*
Perfect Indicative Passive.
factus sum. *facti sumus.*
factus es. *facti estis.*
factus est. *facti sunt.*
5. Caesar copias (suas) flumen (transire) iubet. Quis cum equitatu (sequetur)? Caesar legionem decimam mittere (malit). Romani (fortiores) quam hostes erant. Dicit virum (prudentem esse).
6. Indicative. Subjunctive.
Pres. *it.* *eat.*
Imp. *ibat.* *iret.*
Fut. *ibit.*
Perf. *ivit.* *iverit*
Plu. *iverat.* *ivisset.*
Fut. *iverit.*
10. Gen. (audiendi)
Dat. (audiendo)
Acc. (audiendum)
Abl. (audiendo)

Pos.	Comp.	Super.
malus-a-um.	peior-ius.	pessimus-a-um.
celer-(eris)-ere.	celerior-ius.	celerissimus-a-um.
brevis-e.	brevior-ius.	brevissimus-a-um.

care.

breviter.

11. mitto.	mittere.	misi.	missus.
doceo.	docere.	docui.	doctus.
pugno.	pugnare.	pugnaui.	pugnatus.
scio.	scire.	scivi.	scitus.
facio.	facere.	fecit.	factum.

12. is altior vir.	quidam miles.
eius altioris viri.	cuiusdam militis.
ei altiori viro.	cuidam militi.
eum altioiorem virum	quendam militem.
eo altiori viro.	quodam milite.

13. Active.	Passive.
Pres. regere.	regi.
Perf. rexisse.	rectus esse.
Fut. recturus esse.	rectum iri.

The "penult" is the syllable in a word next to last syllable, *oppidum*.

An enclitic is syllable affixed to a word, *amatque*.

GERMAN—FIRST YEAR

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered.

Questions.

1-2. Translate into English:

AUS MEINER WELT

Adelmar, so hieß der Jüngling, rich sich verwundert die Augen; war es ihm doch, als müsse jemand in der Nähe sein, aber er sah nirgends etwas lebendiges, nur ein leises Lachen ertönte hinter den Bäumen. Ihn kümmerte dies wenig, wohl-gemut ergriff er sein Reisebündel und marschierte weiter. Als er in die nächste Stadt kam, guckten ihm die Leute verwundert nach und einige buchstabierten sogar ganz laut: V—O—N. Im Wirtshaus verneigte sich der Wirt vor ihm fast bis zur Erde und sagte: "Es ist mir eine sehr große Ehre, Sie hier zu sehen, Herr V—O—N. Alles steht zu Ihren Diensten."

nirgends—nowhere, *ertönen*—sound, *nachgucken*—look after, *buchstabieren*—spell

3-4. Translate into English:

DIE TRAUMBÜCHE

Da fing die Buche wieder zu rauschen an, wie vor fünf Jahren, und bewegte ihre mächtigen Zweige. Und wie sie dieselben bewegte, liefs sie wie damals bald hier, bald dort einen feinen glitzernden Sonnenstrahl durchfallen, und bald hier, bald da ein Stückchen blauen Himmel durchscheinen. Da wurde sein Herz stiller, und er schlief ein; denn er hatte vor Sorge die vorhergehenden Nächte nicht geschlafen. Und nicht lange, so träumte er denselben Traum wie vor fünf Jahren, und die Frau am Tisch und die spielenden Kinder hatten die alten, lieben Gesichter von seiner Frau und von seinen Kindern. Und die Frau sah ihn so freundlich an—ach so freundlich!

Buche—beech-tree, *rauschen*—rustle, *Sorge*—care

5-6. Translate into English:

DIE TAUBE

"Edler Ritter, als mein geliebter Mann so jung an einer gefährlichen Wunde sterben mußte, hieß er mich zu ihnen kommen, wenn ich je Hülfe brauchte. Er sagte mir: 'Der Ritter von Falkenburg ist ebenso gut wie tapfer, und, da du weder Vater noch Bruder hast, mußt du ihn zu Hülfe rufen, wenn du deren bedarfst.' Meine zwei Nachbarn sind beide sehr schlimm; der eine nimmt mir meine schönen Wälder, und der andere nimmt mein Korn und mein Gras. Wenn ich klage, lachen sie beide, und da ich keine Verwandten habe, und ganz allein mit meiner Tochter und einigen treuen Bedienten wohne, denken die bösen Ritter, daß sie thun können, was ihnen beliebt. Helfen Sie mir, Herr Ritter, sonst wird mir und meinem Kinde bald nichts mehr bleiben."

gefährlich—dangerous, *schlimm*—wicked, *belieben*—like

7. Translate into German: a) Tell her that I shall come to-morrow; b) I should like to take a walk; c) In summer the grass is green and the trees are full of leaves; d) Go quickly in order that you may meet them; e) The book was torn by the little boy.

8. Conjugate, in the active voice, the perfect indicative of *studieren*, the imperfect subjunctive of *sehen*, the future subjunctive of *rufen*; in the passive voice, the pluperfect indicative of *helfen*, the present subjunctive of *ergreifen*.

9. Indicate the accents of five of the following words, giving the reason in each case: *verstehen*, *womit*, *eiskalt*, *studieren*, *ausgehen*, *lieben*, *Student*, *Schmeichelei*, *untreu*.

10. Decline in singular and plural, *mein neuester Hut*, *jene Blume*, *ich*.

11. Write the principal parts of *befehlen*, *frieren*, *durchscheinen*, *nennen*, *stossen*.

12. Compare *bald*, *stolz*, *nach*. Form an adverb from each of the following: *vor*, *heim*, *bitter*, *manch*.

13. Translate into German: a) You are right; b) I am positive about it; c) He is going in half an hour; d) I shall have a new coat made; e) What will become of you?

14. Mention two prepositions that are followed only by the genitive; two prepositions that are followed only by the accusative. Write original German sentences illustrating each.

15. Write from memory and translate 10 consecutive lines of any poem in the memory selections required for first year German.

Answers.

URSULA DATTAN, Syracuse High School.
WILLIAM K. WEEKES, Principal.

FROM MY WORLD

1-2. Adelmar, so the youth was called rubbed his eyes in astonishment; for it seemed to him, as though somebody must be near, but nowhere did he see anything living, only a soft laughing sounded behind the trees. This scarcely bothered him; he happily seized his traveling bundle and

marched further. When he came to the next city, all the people looked after him in surprise, and a few even spelled perfectly loud: V—O—N. In the inn, the host bowed down before him nearly to the ground and said: "It is a very great honor to me to see you here, Sir V—O—N. Everything stands at your service."

THE DREAMING BEECH

3-4. Then the beech again began to rustle, like five years ago, and moved her large branches. And as she moved these, she let like then, (sometimes) here, (sometimes) there, a fine sparkling sunbeam fall through, and (now) here, (then) there, a small piece of blue sky shine through. Then his heart became quieter and he slept; for on account of care, he had not slept the nights previous. And not very long, then he dreamed the same dream as five years ago, and the woman at the table and the playing children had the old dear faces of his wife and his children. And the woman looked at him so kindly—oh so kindly!

THE DOVE

5-6. "Noble Knight, when my beloved husband was obliged to die so young from a dangerous wound, he told me to come to you, whenever I needed help. He told me 'The Knight of Falkenburg is as good as he is brave, and as you have neither father nor brother, you must call him to help, when you need it.' My two neighbors are both very wicked, the one takes my beautiful forests and the other takes my corn and my grass. If I complain, both laugh, and as I have no relations, and live all alone with my daughter and a few faithful servants, the bad knights think that they can do what they like. Help me, Sir Knight, or else nothing will soon remain for myself and for my child."

7. a) Sage ihr ich werde morgen kommen. b) Ich möchte einen Spaziergang machen. c) Im Sommer ist das Gras grün und die Bäume sind voll von Blättern. d) Gehe rasch damit du sie treffen magst. e) Das buch wurde von dem kleinem knaben zerissen.

8. Perfect Indicative.

ich habe studiert.	wir haben studiert.
du hast studiert.	ihr habt studiert.
Sie haben studiert.	sie haben studiert.
er hat studiert.	sie haben studiert.

Imperfect Subjunctive.

ich s(ä)he.	wir s(ä)hen.
du s(ä)hest.	ihr s(ä)het.
sie s(ä)he.	sie s(ä)hen.
er s(ä)he.	sie s(ä)hen.

Future Subjunctive.

ich werde rufen.	wir werden rufen.
du werdest rufen.	ihr werdet rufen.
sie werden rufen.	sie werden rufen.
er werde rufen.	sie werden rufen.

Pluperfect Indicative.

ich (war) geholfen worden.
du (warst) geholfen worden.
sie (war) geholfen worden.
er (war) geholfen worden.

wir (waren) geholfen worden.
ihr (waret) geholfen worden.
sie (waren) geholfen worden.
sie (waren) geholfen worden.

Pres. Subj. Passive.

ich werde ergriffen.	wir werden ergriffen.
du werdest ergriffen.	ihr werdet ergriffen.

sie werden ergriffen.	sie werden ergriffen.
er werde ergriffen.	sie werden ergriffen.

11. befehlen—befahl—befohlen.
frieren—frar—gefroren.
durchscheinen—schiendurch—durgeschiienen.
nennen—nannte—genannt.
stosen—sties—gestossen.
15. Ich hatt, einen Kameraden.
Einen besser'n findest du (nicht);
Die Trommel schlug zum Streite;
Er ging an meiner Seite,
In gleichen Schritt und Tritt.

Eine Kugel kam geflogen
Gilt's mir oder gilt es dir?
Ihn hat es weggerissen
Er liegt mir vor den Füßen
Als war's ein Stuch von mir.

I had a comrade,
A better one you will not find;
The drum sounded for battle,
He went at my side;
In the same step and pace.

A bullet came flying,
Is it for me or for you?
It tore him away,
He lies before my feet
As if he were a piece of me.

ALGEBRA

Questions.

Answer the first five questions and five of the others but no more.

1. Simplify $x^3 - \{ -x - x(x-1) - (x^2-2) - 2[x^2 - 1 + x] \}$
2. Simplify $\frac{2a\left(\frac{b}{a-b}\right)}{\frac{3a}{2a-2b}} + \frac{b}{\frac{3-a}{a+4}}$
3. Factor five of the following: $a^4 - a$, $6a^2 + 5a - 6$, $x^4 + x^2 + 1$, $a^2 - (b^2 + 2b + 1)$, $64a^3 + c^3$, $x^2y - xyz - xz^2 + bz$, $x^4 - y^4$
4. Solve $\begin{cases} 2x - 3y - z = 6 \\ 3x + y + 4z = 5 \\ x + 2y + z = 1 \end{cases}$
5. Solve $\frac{6}{x+1} + \frac{3}{x-1} = 5$
6. The difference of the squares of two consecutive numbers is 27; find the numbers.
7. Extract the square root of $49a^4 - \frac{14a^3}{5} + \frac{1051a^2}{25} - \frac{6a}{5} + 9$
8. Find the greatest common divisor (highest common factor) of $6m^3 - 7m^2 + 1$ and $4m^4 - 9m^2 + 6m - 1$
9. Solve $\begin{cases} x^2 - y^2 = 45 \\ xy + y^2 = 18 \end{cases}$
10. Divide $x^4a + 4x^3ay + 6x^2a^2y^2 + 4xa^3y^3 + y^4$ by $x^2a + 2xay + y^2$
11. Expand by the binomial theorem $\left(2x^2 - \frac{2}{x^2}\right)^4$
12. Solve $\sqrt{2x-2} + \sqrt{x} = \sqrt{6x-5}$
13. The area of a right triangle is 30 square inches; the sum of its base and altitude is 17 inches. Find the base and altitude.

14. Simplify $\sqrt[3]{12a^2} - \sqrt{\frac{3a^2}{4}} + \sqrt[3]{\frac{a}{27}}; \frac{a}{2} \sqrt{\frac{4}{15a}} \times 3a \sqrt{\frac{3}{5a}}; \frac{a+b}{a-b} \sqrt{\frac{a-b}{a+b}}$
15. Define *five* of the following: simple equation, index, radical, involution, binomial, elimination, pure quadratic.

Answers.

LAURA B. STEWART, Canisteo High School.
F. K. CONGDON, Principal.

1. $5x^2 - 2x = 4$
2. $a + 1$
3. $a_4 - a = (a-1) \{ a(a^2 + a + 1) \}$
 $x^4 + x^3 + 1 = (x^2 - x + 1)(x^2 + x + 1)$
 $a^2 - (b^2 + 2b + 1) = (a-b-1)(a+b+1)$
 $64a^3 + c^3 = (4a+c)(16a^2 - 4ac + c^2)$
 $x^4 + y^4 = (x^2 + y^2)(x-y)(x+y)$
4. $x = 2$
 $y = -1$
 $z = 1$
5. $x = 2$ or $x = \frac{1}{2}$
10. $x^2 + 2x^2 y + y^2$
11. $(2x^2 - \frac{2}{x^2})^4 = 16x^8 - 64x^4 + 96 - \frac{64}{x^4} + \frac{16}{x^8}$
12. $x = 9$ or 1
13. Let $x =$ the altitude. $x = 12$ alt.
Then $y =$ the base. $y = 5$ base

15. The index is a small figure or letter placed in the opening of the radical sign to show what root is to be extracted.

The radical is the indicated root of a quantity. Involution is the process of finding the power of a quantity.

Binomial is the name applied to a polynomial of two terms.

Elimination is the process of deducing from simultaneous equations equations having a less number of unknown quantities than the given equations.

ELEMENTARY UNITED STATES HISTORY AND CIVICS

Questions.

Answer 10 questions but no more.

- Connect an important fact of American history with each of *five* of the following: Amerigo Vespucci, Sir Francis Drake, Sir Walter Raleigh, John Smith, Miles Standish, Peter Minuit, Roger Williams.
- Define or explain, with reference to Indian life, *five* of the following: a) wigwam, b) scalp-lock, c) wampum, d) totem, e) mocasin, f) death-song, g) running the gantlet.
- Mention the European nations that claimed territory in New York. Explain the consequences of Champlain's attacks on the Iroquois.
- Give an account of the Plymouth settlement, covering a) purpose of the settlers in coming to America, b) kind of government established, c) hardships endured.

- State the purpose and an important result of each of *two* of the following: a) stamp act congress, b) committees of correspondence, c) declaration of independence.
- Mention *two* important battles of the revolution that were fought in New York State and give an account of *one* of them.
- Give the names of the 13 original states.
- Describe by map or otherwise the northwest territory, showing the states that have been formed from it.
- Write on *one* of the following: a) Jay's treaty with England and its results; b) invasions of New York State in the war of 1812.
- Describe *two* routes of travel from the Atlantic states westward that were much used before railways were built.
- Mention *three* events that indicated ill feeling in regard to slavery before the civil war. Give an account of *one* of the events mentioned.
- Show the importance in the civil war of *two* of the following: a) defeat of the Merrimac; b) battle of Antietam; c) capture of Vicksburg.
- Write on *two* of the following: a) assassination of Garfield; b) resources of Alaska; c) annexation of the Hawaiian islands.
- Mention a) the departments of government that were established by the constitution; b) *two* duties of the president of the United States.
- State briefly how a United States law is made.

Answers.

ADELAIDE POSTE, Canton High School.

CHARLES L. MOSHER, Principal

1. (1.) Amerigo Vespucci made a trip to the new continent in 1497. When he went back to Europe he wrote such a full account of what he had seen that someone suggested that the continent should be called America after him.

(2.) Sir Walter Raleigh received a grant of land from the Queen. He sent over colonies to make settlements for the English in what is now Virginia.

(3.) John Smith came over with the English colonists in 1607. He was very brave and did much to help the colonists.

(4.) Miles Standish came over with the pilgrims in 1620. Without his bravery and courage, the colony would probably have failed.

(5.) Roger Williams was banished from Massachusetts because he believed in freedom of worship. Later he founded Rhode Island.

2. a) A wigwam was what the Indians lived in. Sometimes they were made of skins and branches, and were for one family and sometimes they were larger and several families lived in them. b) A scalp-lock was a lock of hair, left on the top of the Indian's head; the rest of his hair was cut off. In battle the Indian would grab the scalp-lock of his enemy and it would help him in getting his scalp. d) The totem was generally a picture of some animal which the Indian believed he had descended from. It was used on grave-stones, and as a seal on deeds, very much as the U. S. seal is used. e) Mocasin was a soft shoe that the Indian made of skin and it was the best sort of shoe for a hun-

ter's foot. c) Wampum was what the Indians used in making pictures. It was made of beads or shells, and each tribe had its wampum reader. All records of treaties, etc., were kept by things and belts made of wampum.

3. The Dutch claimed the country on the ground that Hudson had discovered the Hudson river. The French claimed it because Champlain had come down and explored Lake Champlain and claimed it for the French. The English claimed it because of the Cabots discoveries (and because they claimed Hudson was an Englishman). Champlain's attacks on the Iroquois made them hate the French; Iroquois were friendly with the English, and during the French and Indian wars they fought against the French.

5. a) The stamp act congress was held, when England purposed to send the stamps over to make the colonists help pay the war debt, to see what they should do about it. The result was that when the stamps came they were destroyed. c) The declaration of independence was to make the colonists independent. The result was that the colonists were no more dependent on England and now they were fighting to make themselves a free and independent republic.

6. The battle of Long Island and the battle of Saratoga. In the battle of Long Island, the English were situated on Staten Island, and the Americans under General Putnam on Long Island. General Putnam had about nine thousand men, and, believing that the English were going to attack him, he sent about half of his men to meet them. The British crossed over and easily defeated the force sent against them. If it had not been for Washington, the whole army would probably have been lost, but that night there was a dense fog and Washington and the army escaped.

7. 1) Virginia, 2) New York, 3) New Jersey, 4) Massachusetts, 5) New Hampshire, 6) Connecticut, 7) Maryland, 8) Rhode Island, 9) Delaware, 10) Pennsylvania, 11) North Carolina, 12) South Carolina, 13) Georgia.

9. After the Revolution, England did not give up some forts of ours and do as she agreed to; on the other hand, England said we did not pay a certain sum or do as we agreed to. To make things better, John Jay went to England, and a new treaty was made and the forts were given up. The treaty was not liked by some people, and so much was said about Washington and Jay that at last Washington said he would rather be in his grave than in the presidency.

12. a) If the Merrimac had been victorious, it would probably have gone on and destroyed the northern capitol, Washington. If it had done so, the South might have been victorious in the war. c) When Vicksburg was captured, Port Hudson soon surrendered; this opened the Mississippi river to the North and so carried out another part of the northern plan of the war.

14. a) The Executive Department, (the Legislative Department), and the Judicial Department. b) (1) The President grants pardons and reprieves for crime against United States. (2) He makes treaties with the consent of two-thirds of the Senate.

15. When a bill has been passed by Congress it is sent to the President, who, if he agrees to it, signs his name, it then becomes a law, but if after ten days (Sunday excluded) he does not

sign it or veto it, it may become a law unless Congress by adjournment has prevented its return. A bill may become a law after the President vetoes it, if it is passed by two-thirds of the Senate and House of Representatives.

ELEMENTARY ENGLISH

Questions.

Answer questions 14-15 and eight of the others but no more.

1. Analyze by diagram or otherwise the following sentence:

During a journey that I once made through the Netherlands, I arrived one evening at the Pomme d'Or, the principal inn of a small Flemish village.

2. Write sentences containing the plural forms of the following nouns: *canto*, *crisis*, *ox*, *wolf*, *cry*.
3. Write a letter to a friend, describing a day's work in school.
4. Give the part of speech and the syntax of *each* of the italicized words in the following sentence:

The eastern tribes have *long* since disappeared; the *forests that* sheltered them have been laid low, and scarce any traces remain of them in the *thickly settled states* of New England.

5. Write sentences containing the following: a) a noun that has no singular form; b) a noun that has the same form for both numbers; c) a noun plural in form but generally treated as singular; d) a collective noun; e) an abstract noun.
6. Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction: a) Neither Mary nor Kate are going away. b) Each one of the boys is to receive a book. c) I know better than her. d) Clayton and Eldridge's factory was burned last night. e) We sell men and boy's clothing. f) He promised to take you and I to the concert. g) I did not know whom to expect.

7. Write sentences illustrating the use of *but* as a) a conjunction, b) a preposition; *that* as a) an adjective, b) an adjective pronoun (demonstrative pronoun).

8. Write the third person singular of *each* of the tenses of the progressive indicative active of *choose*, giving the names of the tenses. Write *four* infinitives of *choose*, giving the name of each.

9. Combine the following statements into a single sentence:

It was one winter evening. Two cottagers were sitting by their cheerful peat fire. They were sitting in a small lonely hut. The hut was on the edge of a moor. The hut was some miles distant from any other habitation.

10. Write a) a complex sentence containing two subordinate clauses; b) a simple interrogative sentence containing a participial phrase.

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11. Parse the italicized words in the following:
 - a) The *children's* shoes were bought in New York.
 - b) Mr. Brown, the bank *cashier*, is very ill.
 - c, d) *John*, will you do *me* a favor?
12. Explain the meaning of *five* of the italicized words in the following:
 - a This is the forest *primeval*. The *murmuring* pines and the hemlocks, . . . Stand like *Druids* of old.
 - b Where is the *thatch-roofed* village, the home of Acadian farmers?
 - c Benedict Bellefontaine, the wealthiest farmer of Grand-Pré, Dwelt on his *goodly* acres.
 - d *Hearty* and hale was he.
 - e Sweet was her breath as the breath of *kine* that feed in the meadows.
 - f Thus to the Gaspereau's mouth moved on that *mournful* procession.
13. Describe the departure of the exiles from Acadie.
- 14-15. Write an essay of at least 100 words on *one* of the following topics, paying special attention to spelling, capitalization, punctuation, grammatic construction, proper use of words and sentence structure. [Essays on subjects other than those assigned will not be accepted]:
 - a Father Felician [show how this holy man warned, comforted and helped his people].
 - b The passing of Gabriel [Give an account of the circumstances under which Gabriel passed Evangeline while she slept].

NOTE.—Pupils not familiar with *Evangeline* may write on *one* of the following: a) The events of Christmas day. b) A feathered friend.

Answers.

ADDIE HOWE, Baldwinsville Free Academy.
H. D. RICKARD, Principal.

2. The cantos are still here.
The crises are severe.
The oxen are useful.
All wolves howl very loud.
The cries of the child were loud.
3. Baldwinsville, N. Y.
Jan. 25, 1901.

DEAR FRIEND:

While I have a little time(,) I will tell you what I have to do in school. We have grammar in the morning, and geography in the afternoon. We have a very pleasant school.

4. *Long* is an adverb and it modifies (since).
Forests is a noun and is the subject of (have been laid).
That is a relative pronoun, and (relates to forests, third person plural number, subject of sheltered).
Thickly is an adverb and modifies settled.
States is a noun and is the principal word in a phrase.
8. Indicative Mood,
Progressive Form,
Active Voice.
Present Tense,
He is choosing.
Past Tense,
He was choosing.
Future Tense,
He will be choosing.
Present Perfect Tense,
He has been choosing.
Past Perfect Tense,
He had been choosing.
Future Perfect Tense,
He will have been choosing.
Active Infinitives,
Present Tense, Present Perfect Tense,
To choose. To have (chosen).
Passive Infinitives,
Present Tense, Present Perfect Tense,
To be (chosen). To have been (chosen).
9. One winter evening, two cottagers were sitting by their cheerful peat fire in a small lonely hut, which was on the edge of a moor, some miles distant from any other habitation.
10. a) The dog that was hurt ran home as fast as he could. b) What is gained by doing wrong?
11. "Children's" is a common noun, common gender, third person, plural number, possessive case, and is a possessive modifier of shoes.
"Cashier" is a common noun, third person, singular number, masculine gender, nominative case, and is an explanatory modifier of "Mr. Brown."
"John" is a proper noun, second person, singular number, masculine gender, nominative case, and is independent by address.
"Me" is a personal pronoun first person, singular number, common gender, objective case, and is an adverbial modifier of "will do."
12. "Murmuring" means the wind moving the branches.

"Thatch-roofed" means the roofs were made of bark and straw.

"Hearty" means healthy.

"Kine" means cows.

"Mournful" means lonely, sad.

14-15. FATHER FELICIAN

Father Felician was the priest of the village of Grand Pré. He was loved by all. When the men of Grand Pré were shut in the church, he came and said, "What madness has seized you? I have toiled forty years of my life with you and have taught you to love each other, and is this what it all comes to?"

They had the evening service at the church then. He said, "Let us repeat the prayer, 'Oh! Father, forgive them.'" All the men said it after him. The men were captives in the church four days before they were taken away.

ARITHMETIC

Questions.

Answer the first five questions and five of the others but no more.

1. Define five of the following: abstract number, fraction, multiple, square root, dividend, tax, reciprocal.

2. Simplify $\frac{2-\frac{1}{2}}{2\frac{1}{2}} \div (2-1\frac{1}{2} + \frac{1}{10})$

$\frac{1}{2} - \frac{1}{3} + \frac{1}{4}$

3. Find the simple interest of \$5,000 at $4\frac{1}{2}\%$ from August 25, 1900, till the present date.
4. A tank is $2\frac{1}{2}$ meters long, 80 centimeters deep and 5 decimeters wide; find the capacity of the tank in liters and the weight in kilograms of the water required to fill the tank.
5. Reduce to its lowest terms $\frac{1624}{3074}$
6. A man sold 15 bushels of potatoes at 60 cents a bushel, thereby gaining \$2.25; find the rate per cent. of gain.
7. To what depth will 240 gallons fill a vat 11 feet long and 7 feet wide? [1 gallon=231 cubic inches.
8. Make a receipted bill of the following: John Drew bought of Taylor & Co. January 3, 1901, 25 plank 10 feet long, 8 inches wide and $1\frac{1}{2}$ inches thick, at \$16 per M; January 17, 12 sticks of timber 28 feet long and 8 inches square, at \$30 per M.
9. What is the difference between a discount of 10% and two successive discounts of 5% each on a bill of \$832?
10. George Dent gives you to-day a note for \$480 for 3 months without interest; write the note and find the proceeds if it is discounted to-day at a bank at 6%.
11. A man pays \$36 for an insurance of \$4,800 which is $\frac{3}{4}$ the value of his house; find the rate of insurance and the value of his house.
12. A merchant buys through an agent 120 pounds of tea at 60 cents a pound and pays \$1.44 commission; find the rate of the agent's commission and the net cost of the tea to the merchant.
13. Find the cost of digging a cellar 48'x36' and $7\frac{1}{2}'$ deep at 30 cents a cubic yard.

14. The area of a lawn whose length is twice its breadth is 392 square yards; find the length and breadth of the lawn.
15. A man sells 540 shares of $4\frac{1}{2}\%$ stock at 80 and loans the proceeds at $5\frac{1}{2}\%$; find the difference in his income.

Answers.

STANLEY C. BAYLES, Binghamton Central Grammar School

MARY E. HUNT, Principal

1. a) An abstract number is one that does not show relation to any particular thing or quantity. b) A fraction is one or more of the equal parts of a unit. c) One of the two equal factors of a number is the square. d) Dividend is the sum paid on the par value of stock after all expenses are deducted. e) Reciprocal of a number is one divided by that number.

2. $1\frac{1}{2}$

3. \$92.123 $\frac{1}{2}$

4. 1,000 cu. dm. or L. 1,000 K. G.

5. $\frac{3}{8}$

6. $33\frac{1}{4}\%$

7. 5 in. deep.

9. \$2.08.

11. \$6,400 value house. $\frac{3}{4}\%$ rate.

13. \$144.00.

GEOGRAPHY

Questions.

1. Draw an outline map of New York State, using one-half a page.
2. On the map of New York State show a) the Hudson river and the section drained by it; b) the Oswego river and the section drained by it; c) the location of Syracuse, Watertown, Troy, Jamestown.
3. Describe one of the following: Adirondack Park, Erie canal, manufacture of salt in New York State.
4. Mention two states that bound a) Florida on the north, b) Kentucky on the east, c) Minnesota on the west, d) Nebraska on the south, e) Idaho on the west.
5. Mention two leading industries of a) Massachusetts, b) Pennsylvania, c) Louisiana, d) Oregon, e) Colorado.
6. Describe the climate of southern California as to a) temperature, b) prevailing winds, c) rains. By what means has agriculture been made successful in this section?
7. State the locality in which each of the following is found wild, and mention one interesting fact regarding each: beaver, seal, walrus, grizzly bear, moose.
8. Mention five provinces included in the Dominion of Canada. Compare the government of Canada with that of the United States.
9. Why has Mexico so great a variety of vegetable products? Mention two things a traveler would be likely to notice about the Mexican people.
10. Describe two of the following: selvas, pampas, native Patagonians, Fuegians.
11. Compare the Pacific slope of South America with the Atlantic slope of South America as to a) extent, b) climate.

12. Mention in order the waters that would be traversed by a steamer going from Liverpool to Hong-Kong. Mention *two* articles that would probably form part of her cargo.
13. Describe *a*) the dikes of Holland, *b*) the canals of Holland. State the main purpose of each.
14. Give the location of *each* of the following and mention *one* important fact concerning each: Luzon, Guam, Kimberley, Cape Town, Peking.
15. Write an account of *one* of the following, touching on *a*) location, *b*) climate, *c*) chief agricultural products, *d*) kind of government, *e*) character of people: Hawaii, Santo Domingo, New Zealand.

Answers.

CORNELIA M. FUCHS, Buffalo Central High School.

1-2. (See any good map of New York State.)

3. Erie canal is in the northern part of New York State. Buffalo is at its western terminus. Albany at its eastern. The Erie canal was built to shorten the distance from the great lakes to the Atlantic ocean. The Erie canal passes through Rochester, Utica and Syracuse.

8. Quebec, Ontario, British Columbia, New Brunswick and Manitoba are provinces included in the Dominion of Canada. Canada is under the control of Great Britain. It is ruled by Lord Minto, who is governor-general. Each province is ruled by a lieutenant-governor, who is elected or appointed by the governor-general. The governor-general is appointed by the sovereign of Great Britain. The law-making body

is called Parliament; it is composed of two houses. The United States is a republic, its laws are made by Congress. The President is elected by the people. His name is President McKinley. The laws are made by Congress, which is composed of two houses, the Senate and House of Representatives. The President is elected for four years.

9. Mexico has a great variety of vegetable products because it has a great variety of climate. The coast is low and hot. Here grows torrid plants, the interior is a high plateau, which is mild. Here grows temperate plants. Two things a traveler would be likely to notice about the Mexican people are their love for gay colors and their language which is Spanish.

11. The Atlantic slope of South America has more indentations than the Pacific and is therefore longer. The climate of the Atlantic slope is milder than the Pacific slope. The Pacific slope is very warm especially in Peru, where there is a hot strip of desert land.

12. The waters traversed by a steamer going from Liverpool to Hong Kong are as follows: Mersey river, Irish sea, St. George's channel, Atlantic ocean, Strait of Gibraltar, Mediterranean sea, Suez canal, Red sea, Strait of Babel Mandeb, Gulf of Aden, Arabian sea, Indian ocean, Bay of Bengal, Strait of Malacca, South China sea to Hong Kong. Cotton goods and machinery would probably form part of her cargo.

13. *a*) The dikes of Holland are composed of land and stones; they are sometimes broad enough for quite a few people to walk abreast on them; they are sometimes as high as a house. *b*) The dikes are used to prevent the sea from

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coming into Holland and overflowing it. Wherever you look in Holland you see canals, they look like silver ribbons, drawn over the country. The canals are sometimes used instead of streets. The canals are used for transporting goods and other articles.

14. Luzon is situated south-east of China in the Pacific ocean. It is the largest of the Philippine islands. Guam is situated north-east of the Philippine islands in the Pacific ocean. It is used by the United States as a coaling station and cable landing. Kimberley is in the western (eastern) part of the Orange Free State. It is noted for its diamond mines. Cape Town, south-western part of Cape Colony, on Table Bay. It contains splendid botanical gardens. Peking, eastern part of Chinese empire, on Picho river. It is divided into two parts. One part is called the Tartar City.

15. Hawaii is 2,000 miles south-west of San Francisco, in the Pacific ocean and North Temperate zone, the climate is temperate and delightful. Chief agricultural products are sugar-cane, coffee and roots. The government is in the hands of the Americans. It was ceded to the United States in 1898. The people are civilized, good-natured and progressive.

SCHOOL LEGISLATION

Mr. Henry's bill, authorizing the board of education of New York city to retire female tutors and superintendents in any Normal College in

New York city who have rendered 30 years' service on pension, has become a law.

The Elsberg bill, providing that the principal or any other person in charge of a public or private school shall instruct his pupils at least once a month by means of fire-drills, has become a law. Goes into effect June 1st, 1901.

The Snyder bill, granting to Kingston the right to raise money to build a \$30,000 school building, has passed both houses, but was sent to Kingston for public hearing before Governor Odell would sign it.

Assemblyman Coughtry has a measure before the legislature to abolish the position of superintendent of school buildings in Albany.

Assemblyman Thorn has introduced a bill that provides that the superintendents of prisons may employ convicts in the printing and binding of school books which are to be distributed free by the superintendent of public instruction in public schools.

The Assembly has passed the bill introduced by Mr. Plank, prescribing an educational qualification for school commissioners. The act provides that at the election of 1902, and thereafter, a school commissioner, to be eligible to the office, must hold either a college graduate certificate, a State certificate, issued since 1875, or a New York State Normal school diploma, or a commissioner's first or second grade certificate under the uniform system of examinations, or have had immediately preceding his nomination for the office of school commissioner at least two years' experience as a school commissioner.

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THE SCHOOLS MUST TEACH IDEALS

SUPERINTENDENT CHARLES B. GILBERT, ROCHESTER, N. Y.

THE perpetuation of a nation is accomplished by a process of self-organization. A nation is not a mechanical organ, but a spiritual means. Those with like ideals are constantly in the ascendancy, and the highest ideal of natural life is generosity. The more united a nation is upon that point, the more likely it is to exist and remain in possession of its powers. The only contest that is of any real importance to-day is not that of armies against armies, but that of the mind against ideals. Hence education comes into its natural superiority, and for that reason education is the only means by which a nation can secure a superiority of life. Education is a process that is continued from birth until a time beyond the ken of mortals. Every event of life has a part in the education of the soul. The commonly accepted idea of education is that it is something gained in school, the sum and substance of which is expressed by the term "knowledge." A man may have knowledge, and yet be poorly educated. We are educated by what we do, not by what we learn, and we get the best education when we are able to accomplish most, not when we absorb most. And so it comes that what really educates is our occupation, and we receive our education solely by our own effort. And from this fact also comes the theory, which is commonly accepted, that school life educates our children by means of the life it presents to them.

In the process of giving and imparting

part of ourselves to others the very soul itself expands. Take, for instance, a baby and feed it and encourage the growth of the muscles in every way, and at the same time bind it so that those muscles can make no motion. The child will grow up an idiot. Those people who are afraid of the effect of modern ideas on their children, and who strive to limit their education in every way

possible, are tying down their intellectual capacities. While it is true that every factor of life serves to educate in some degree those who are brought under its influence, it is at the same time evident that a systematized form of education is essential. People with clear and definite ideals recognize this and, as a consequence, all civilized peoples provide schools. Schools must in every way fit those who come under their influence for living the life into which they will be

called upon to enter. We are supposed to be living in a democracy, more truly than any other people, and so our schools must give their scholars proper democratic ideas, and if they fail in this, it is our duty to find what changes, if any, should be made, and proceed at once to make them.

A true democracy is a community of citizens working for altruistic ends, to whom the common good is the highest objective. Our government hardly fulfills this definition in many respects. Are we living in a true democracy? The manner of the administration of our government is a combination of inhibition and prohibition. Our



SUPT. CHARLES B. GILBERT

laws are as yet a series of "don'ts." Do not understand me as an anarchist, however. It is well to remember that all progress since the world began is due to a desire for freedom from restriction, a freedom for all things; and a freedom for desires, freedom to do and operate all things for the common good constitutes a true democracy. Eternal government needs to be developed. It is well to remember also that all human governments are due to human selfishness. The first government ever established was founded with the idea that those who were governed were to be to some extent ruled for the benefit of the governor. This idea may have been changed somewhat under the patriarchal system, but its essential principle remains with us. We have it in our very churches. The church has seized power, and theologians have told us that all things must be done for the glory of God, without inquiring closely into the question whether the glory of God was better served by salvation or damnation. When man is able to add to the glory of the Father by his own efforts, then will be the true democracy. We still forget that the greatest man should be the greatest servant, and that God Himself is the very greatest Servant of humanity.

So long as men can control municipal elections for their own selfish ends, our democracy is a weakly affair. We go too far back for our rules of living. We take the decalogue as our standard. Men should be ruled by the standards of love rather than by commandments. Altruistic principles should control mankind. "Love thy neighbor as thyself" is far better than all the "thou shalt not's," because "thou shalt not" may be obeyed by those who are doing nothing for the common good.

In the education of children it is necessary, of course, that a regard for institutional law shall be existent. Church and state are necessary for the continuance of our government, and only fools can do without them; such fools are anarchists. But there is still a greater danger of worshiping form. We are apt to bow down before an institution, until an iconoclast breaks the image, and we see it in its true light. Spiritual freedom is above all necessary in society, and the school has two ways of freeing the shackles. The school life should, first of all, furnish the child with a wholesome and natural life. There are

twenty-four hours in the day, part of which number is spent by every child at home, and part at school. He receives impulses from both sources, and it is difficult to trace where the ideas that most influence him originate. Second, the training of the child in the class room should be for definite ends, clearly understood by him. The school life of a child is as dignified and as worthy of respect as his father's life, and it is in every way similar, except that it is probably on a higher plane.

In many schools, not in Rochester, but in other places in the United States, the ends of the school life are immoral. Marks and prizes and other things of that nature give the child wrong ideas of life, since they continually hold out to him secondary ends as the object worthy of attainment, and remove real motives from the grasp of the child's intelligence. There are already too many citizens who are seeking secondary ends such as wealth and power, and from whose grasp the real end of life, to be useful and happy, has entirely disappeared.

Of all schools the kindergarten is the one that nearest approaches to these two ideals. The kindergarten seeks to interpret and to direct the life of the child. Those are the main objects—to interpret and to direct. The business of the school is such that children are constantly living lives for high ends, which ends they are kept constantly able to understand, and what better preparation for life in a democracy can be found? Does the school furnish all these? If not, why? If the school ideals are low, it is because the ideals of the people are low.

A school must be conducted not on the idea of force. A child will be of no value to the democracy unless he is able and willing to obey the law without force. I would have children kind and good, not chiefly through my dictation, but rather by their own lives as they grow into them. Unquestioning obedience to the teacher is necessary in some instances, but the average American citizen is entirely too unquestioning. He is too apt to vote his party ticket, to follow his social leader, without consulting his own interests in so doing. In school, the teacher's authority must be respected and obeyed, and in some places the good disciplinarian is the teacher who "bosses." I do not advocate disobedience, but I protest against what may be termed over-obedience. All the great men of the world have been the great

rebels. Obedience is too often the crutch by which discipline seeks to maintain its hold on men. Discipline never will walk alone as long as that idea is retained. Obedience should be used, yes, but as a means to an end. Unquestioning obedience to another weakens the will. We hear too much of respect for the law which must be preserved at all hazards. That idea makes cowards. Self-respect is what should bring obedience, regard for discipline, and respect for the laws in a true democracy.

Hence it is the duty of the school to substitute something in place of blind obedience to rule. School life, let me repeat it, is life. It is not merely a preparation for life. It contains elements of value to every child, and it is only as its dignity is day by day recognized that its influence will be enlarged. Whether the eye is in the future or not, the best preparation for the future is in living happily and usefully day by day, as the child in a properly educated school. The occupations which he meets are chief forces for developing him, and giving to him proper conduct; and, if added to these, we have a proper respect for the community, we have all the essentials for a good citizen.

Of what use is the ability to read unless the men who possess it read good things? Why should men be taught to write or draw, unless good things are to be written, or beautiful things portrayed? The place of the "three R's" is where the child must learn all these things, but while learning it is important that good literature shall be read, and that something shall be written that will be worth while. It is a fact that we get better reading, writing and arithmetic when art, literature and the sciences are freely taught, and are at the basis of the

school system. Those who adore the minor arts are those who favor the class division. The mechanical arts, the useful arts, have their places, but the citizens who desire that men shall be educated in them are not the citizens who wish to see the broadest civilization, whatever they may profess.

Long experience as a schoolmaster has shown me that there is a large class of children with evil inclinations, inherited, probably, from their parents. They, of all, need the richer and broadening effects of the school room. The higher ideals that are presented to them make them just so much easier to control. If they are made good citizens it will certainly not be from force of discipline, but from their own inclination. The struggle for freedom is often very blind, and it centers in the mass called laboring men, though, for that matter, we are all laboring men. I wonder that they have not raised more of a disturbance in the past than they have. They above all others need the culture of the arts and sciences. Most of them can read and write, but their world-view is in many cases very limited. The trouble has been that society has said to them, "I own you," and they have dissented. The end of the present false democracy will come only when they will say "I own myself, but I will give myself freely to the service of society, and humanity at large." When that is generally understood, the child will have a correct view of the giving of the individual, which is the great end of education, and the public schools must contribute toward that end. Contact with them should bring into shape proper ideals, and bring larger ideals. That is the only hope of the future.

A WORD FOR THE CLASSICS

WILLIAM B. ASPINWALL, STATE NORMAL COLLEGE, ALBANY, N. Y.

TO appreciate with some degree of fairness the value of any subject in secondary education, it is pertinent first to state definitely the object of secondary education, and if, then, we find that the study of the subject under discussion accomplishes this end we can, I think, properly conclude that its existence in the curriculum is justified.

President Eliot, than whose statement I have seen no better, admirably defined the

object of secondary education when he said, "that effective power in action is the true end in education rather than the storing up of information, or the cultivation of faculties which are mainly receptive, discriminating or critical * * *. The main object of education, nowadays, is to give the pupil the power of doing himself an endless variety of things which uneducated he could not do." Of course, as Professor Hanus has told us, "there is no such thing

as power in general that can be cultivated through the pursuit of any one subject and can then be drawn upon at any time for successful achievements in other subjects." The power developed will always be chiefly specific, and consequently to be most beneficial the course of secondary education must be more than one-sided.

With this end in view, then, we come to the question, Do the Classics accomplish their object? If there is a distinct leading type of modern liberal education, are the Classics an essential part of it? Do they furnish not only information but power also? Do they enable the pupil to meet and to solve problems hitherto unknown to him? To all of these questions, I answer with confidence that they do.

In the first place the fact that the Classics with Mathematics have universally and for many years formed the standard subjects of study in schools is evidence that they have been regarded as affording desired mental training. By them the pupil is taught in his growing years to think and to express thought. Under the guidance of an efficient teacher, he is introduced to and trained in subjects which from the start and ever afterward in his pursuit of them compel a vigorous use and consequent development of his logical powers. His memory, however good, is but a stepping-stone and a means to aid him in using his reason. The precepts and rules of grammar are subservient to the many examples of the text, and the consequent exercise-work makes effective a study which leads the pupil, according to his ability, to the final period, "that emancipates him from subjection to any authority but what he shall himself judge to be supported by reason." In the schools of France the study of classical authors, by means of scrupulous use of "models" and by constant and varied written, oral, dictated, and committed "exercises," has constituted the chief training of the students; and, as Mr. Stoddard Dewey has said: "In no other modern nation is the habit of clear thinking with the correct and forcible use of language so nearly universal among all classes of the people except the absolutely illiterate." While, in the opinion of Prof. F. W. Kelsey: "Such is the disciplinary power of Latin, such the opportunity it affords for continuous and progressive training, such the suggestiveness with which it leads out into many

fields of culture, that it may fairly be reckoned the key-stone of the arch of secondary education. The Latin teacher will in no small measure determine whether the pupils shall be men and women of exact thought and expression, of correct literary ideas, nay, more, of right and healthful moral sentiments; he will exert a shaping influence, the extent of which cannot be measured, for weal or woe."

Furthermore the bearing of classical study on the mastery and use of the English language is by no means inconsiderable and should not be disregarded. To the average pupil English grammar, taught as it usually is from a text-book, has but little meaning and is at best regarded as artificial. If supplemented, however, by the study of Latin grammar, new light is thrown upon it and it assumes a significance that otherwise is quite unknown and frequently impossible. Different relations of words and of parts of a sentence to each other and to the whole then express to him a meaning that before was unsuspected. It is, therefore, in my belief, only with the help of Latin grammar that English grammar becomes a subject of value, while the study of the former alone may make the study of the latter almost unnecessary. And in addition, the study of Greek syntax gives the student an insight into the process of thought and manner of expression of a highly cultivated people. It not only stimulates his thought, but it teaches him habits of careful expression by making him familiar with forms of statement more precise than those to which he is accustomed in his own language. For this reason, therefore, even those, whose classical studies may be limited to the rudiments, cannot afford to neglect them entirely.

It is true, in its colloquial vocabulary the English language is Germanic or Teutonic in its origin, but for its technical words it resorts to the Latin and Greek. There and there only does it get its fine distinctions of thought and subtle shades of meaning; and in no modern language is this so true as in the English language. For, as Hon. W. T. Harris has pointed out, the uneducated German can use and understand the word *Wissenschaft* because he is familiar in his everyday speech with *wissen*, to know; but the Englishman or American, in using the word *science*, cannot see in it

the stem *sci*, which means to know, unless he has studied Latin. Thus to those who have given thought to the importance of these studies to English-speaking peoples, their value is particularly evident in view of this great difference between the colloquial vocabulary of the uneducated and the technical vocabulary used to express accurate thought and elevated sentiment.

These truths have long been recognized by institutions of higher learning, for entrance to which the preferred preparation has for many years been, and still continues to be, the classical course of study; and I venture to believe it will be a long time before any other subject will be regarded as good as these for this purpose. These truths have also been recognized by the people; for statistics show a popular conviction that classical study is not merely ornamental but is also useful. For according to figures obtained by Prof. Andrew F. West, of Princeton, in the eight years from 1889-90 to 1897-98 the enrolled students of Latin in the public schools of the United States increased from 100,144 to 274,293, representing a gain of 174 per cent; and

the enrolled students of Greek increased from 12,869 to 24,994, a gain of 94 per cent. The inference, I think, is obvious; and when we bear in mind that the rate of increase in the total enrollment of pupils from 297,894 in 1899-90 to 554,814 in 1897-98 is only 86 per cent, we are still more impressed by the importance of these facts. No subject has approached Latin in its enormous gain; and since a certain percentage of the students who take Latin are sure to take Greek, the enrollment in Greek has been considerably helped by the gain in the number of students of Latin.

If, then, this appreciation of their merits be a true one, it must also be true that the classical studies do contribute their quota of the power that is desired as the end of education. Not only do they furnish information which is desirable, but they also cultivate a power that is effective,—a power which, since it enables a student to think and to express thought, and therefore to make a more complete use of his talents, removes many of the limitations to his success in the direction of labor in which his interests lead him.

ADENOIDS: THEIR EFFECT AND THEIR REMEDY

CLEMENT F. THEISEN, M. D., ALBANY, N. Y.

ADENOIDS. Synonyms: Adenoid vegetations, hypertrophy of the pharyngeal or Luschka's tonsil. By the term adenoids is meant an enlargement or really a hyperplasia of the lymphoid tissue of the naso-pharynx. The naso-pharynx is the uppermost portion of the pharynx or in other words the space back of the nose. They occur most frequently between the third and fourteenth years, and usually in children of the so-called lymphatic constitution. That is these children not only have the adenoid growth, but frequently enlarged tonsils as well, and hypertrophies of the other lymphoid structures of the body.

In considering as important a subject as this it will be best to first go over it in a general way, mentioning some of the symptoms adenoids cause with their effect on the general health and hearing of the child. If this is thoroughly understood, the reason why adenoids so markedly affect the powers of attention and in fact the intelligence of the child, will be readily seen. The naso-

pharynx, mentioned above, is one of the most important parts of the body, for any growth in this space will, if large enough, not only obstruct the nose, thus interfering with proper breathing, but may also occlude the pharyngeal orifices or mouths of the Eustachian tubes, which are situated there, and interfere with their most vital function, the ventilation of the middle ear. Occlusion of the Eustachian tubes will not only in time cause the hearing to be very much affected, but as this adenoid tissue is so susceptible to acute inflammatory changes, (as whenever the child takes cold,) suppurative middle ear disease, with running ears, and even destruction of the drum may result, by a direct extension of the inflammatory process along the Eustachian canal. The middle ear condition, if neglected, may lead to total deafness. In children, then, one of the most common causes of deafness is adenoids, which, as has been stated, are situated in this post-nasal space.

Adenoid growths were probably first ob-

served by Czermak in 1860, who saw two small tumors in the naso-pharynx, close to the opening of the Eustachian tubes. Five years later Voltolini described a case, and Löwenberg in the same year published three cases in which he found the growths in patients suffering from deafness. But Wilhelm Meyer, of Copenhagen, in 1863, was the first to thoroughly describe this condition under the name "Adenoid Vegetations," and really first called attention to the relation of middle-ear trouble and adenoids. He examined thousands of children in the schools of Copenhagen, and found adenoids in a large percentage of the cases where the hearing was affected.

Since the publication of Meyer's investigations, the hearing of thousands of children has been saved by the early recognition of the fact that they had adenoids and their prompt removal. There are hundreds of men and women all over the world who owe much that they have accomplished indirectly at least to Wilhelm Meyer. And it was particularly fitting that the money with which to erect a monument to his memory in his native city was raised mainly among school children. He was certainly one of the great benefactors of the human race.

Now to come to the relation of deafness and adenoids, and their effect on the child's powers of attention, we will find that the two conditions, deafness and *apparent* inattention, often go together, the one being the natural result of the other. And right here I cannot refrain from making the statement that much injustice is often done children who are backward in school and apparently stupid, both by the teacher and parents. The child is punished by the parents for not learning his lessons and not infrequently given up by the teacher as "hopelessly stupid." This lack of intelligence at school is many times due to the fact that the poor child's hearing is defective, or that his general health is so impaired by the presence of the adenoid growth that he is not able to concentrate his attention on his studies. The impairment of the child's general health is largely due to the fact that adenoids in a large percentage of the cases cause nasal obstruction, making it impossible for the child to breathe through the nose, and this naturally brings us to a consideration of some of the functions of

the nose, *i. e.*, to warm and moisten the inspired air; to free it from dust and other substances. Its olfactory nerve examines the air for any odoriferous ingredients; its trigeminus tests it for chemical or mechanical irritating substances; it acts as a resonator and assists in producing the overtones.

But its greatest importance by far, is due to the fact that it is in many respects the *chief* organ concerned in respiration. The normal passage of the air current in breathing is through the nose. Sandmann has shown by experiments on guinea pigs that when their nostrils were stopped up mechanically a much greater muscular effort had to be put forth to get the same amount of air into the lungs than when the nose was free. The air in its passage through the nose, over such a large extent of mucous membrane, takes its moisture from the normal secretions in the nose, and its warmth as well, a work which the lungs would otherwise have to do. So that children with adenoids, if the growth is large enough to obstruct the nose posteriorly, are almost invariably mouth breathers, and the general health suffers as a result of such improper breathing. The children sleep badly at night, and there is every reason to believe that the inspired air is still partly laden with dust when it reaches the lower respiratory structures. The frequent attacks of false croup that these children have are often due to this. Dried mucous collects between the vocal cords and the child suddenly wakes up with the characteristic hoarse voice and metallic cough. If the condition is allowed to go on the child loses weight, the appetite suffers, he becomes nervous and irritable, and in fact the disposition changes entirely. Owing to the improper breathing not enough oxygen gets into the lungs, and it may be partly due to this that the child is often so drowsy and cannot concentrate his attention.

The constant mouth breathing gives children with adenoids a characteristically stupid expression, and there are often deep lines extending from either side of the nose to the mouth. This peculiar expression may be noticed on busts and pictures of celebrated Romans, showing that adenoids have existed in all times. Meyer gives as a shining example, Marcus Aurelius and three other Roman busts in the Vatican, as well as busts of Canova and Charles V. The

face of Michael Angelo is also characteristic, and he is said to have been a gentleman of very uncertain temper.

In very young children sometimes the first thing noticed will be the hard breathing and snoring at night. There is at times a very disagreeable mucous discharge from the nostrils which irritates the upper lip, causing swelling of the parts or even eczema, which gives the children a scrofulous appearance. The pillow is frequently found stained in the morning with mucous which has dribbled from the mouth during sleep. If simply the few symptoms mentioned are taken into consideration, together with the fact that the hearing is affected in such a large percentage of the cases, it will be readily understood why the children's powers of attention suffer so much.

It is surprising, unless the child happens to have running ears, (which frequently occurs as a result of neglected adenoids), or unless the child himself complains of earache and so calls the parents' attention to the ears, how often the defective hearing is overlooked. The parents believe the child is simply inattentive, contrary or cross, and too often, unfortunately, resort to punishment, which appears to them the quickest and easiest solution of the problem.

Bronner states that about one-third of the children with neglected adenoids become deaf. I would make even a stronger statement than that. Of hundreds of children with adenoids examined by the writer during the past six years, fully 40% had defective hearing at the time they were first examined. A great many required the radical operation for the removal of adenoids, and the hearing of the children who were treated in this way invariably improved, provided of course the condition had not been neglected too long. Where a discharge from the ears has existed for a long time there is not so great a chance to permanently improve the hearing. I have no doubt at all that in well-marked cases, if the adenoid growth is not removed promptly, the hearing of at least 35% would be permanently defective. I do not think that the necessity and importance of an early diagnosis of this condition, and what I have said applies mainly to children under 14 years, when adenoids are most common, can be too strongly insisted upon. It is surely easily made. Sometimes the char-

acter of the voice is sufficient to make a positive diagnosis. It lacks resonance, has a peculiar "muffled" quality, or it is, as Meyer has well expressed it, a "dead" voice. The expression is commonly used that the children "speak through the nose." As a matter of fact, they speak *without* the nose. If they spoke *through* the nose the voice would be clear and resonant.

In some of the New York churches, where there are large boy choirs, the question of adenoids as affecting the voice is considered so important that the boys' throats are often examined, and if the growth is present or if they have enlarged tonsils, they are removed before they receive the course of instruction in singing. A fair percentage of children with adenoids and enlarged tonsils (for the two often go together) are stutterers, and before attempting to teach the child to speak properly his throat should be examined. He will certainly learn to talk better if any abnormality of the throat is corrected. Teachers should learn to recognize not only the significance of adenoids, but should also know how to make a correct diagnosis of the condition. This they could easily learn to do in the typical cases.

The parents are sometimes ignorant or careless. I have heard parents and even physicians say that the child "would grow out of it." There can be no fallacy more pernicious. It is well known, of course, that this hypertrophied lymphoid tissue begins to atrophy to a certain extent about the time of puberty, even if nothing is done. But it is not safe to trust to that, for by the time it occurs the child may be hopelessly deaf and decidedly deficient in intelligence. I trust that from what has been said the deduction will not be drawn that all children with adenoids are stupid, and backward in school. Only in the well marked cases, in which there is much nasal obstruction causing impairment of the general health, and the other symptoms already described, does the intelligence of the child suffer. In these cases the diagnosis can often be made as soon as the child enters the room, for he presents a typical picture which cannot fail to be recognized even by a layman.

I believe enough has been said to make it clearly understood why the child's power of attention suffers so much. I might add

still another theory to those already advanced, and that is that a growing child, constantly subjected to the difficulty of breathing through his nose, together with the restless nights and poor appetite, becomes in time so intensely nervous that he is unable to concentrate his attention on a particular subject for more than a few minutes at a time. This aprosexia may, according to some authorities, be also due to a stasis in the lymph and blood channels, which are so intimately associated in the brain and nose.

What shall be done for these children? The remedy for the majority of the cases, such as I have attempted to describe in this paper, may be summed up in one word—*operation*. Remove the *cause*. As this article is not intended for physicians, I will not describe the operation nor other methods of treatment in detail. The operation as a rule is not more serious than cutting off the end of the finger. In very young children it is best to do it under a general anæsthetic, ether, which is much safer than chloroform. It can be done in five minutes and is followed by very little reaction. In a day or two the little patient is running about the house, as though nothing had happened. I know of few surgical procedures that are followed by such prompt and beneficial results.

It is a great pleasure to watch children develop after operation. They frequently gain fifteen or twenty pounds in weight within two months, and the disposition improves vastly. The child who before was irritable, nervous, and behind in his studies, becomes bright and alert, and the teacher is often amazed at the way his marks improve at school. The improvement in the hearing, except in the worst cases, where a discharge from the ears has persisted for a long time, is also very marked, and this of course plays no small part in the child's rapid advancement in school. The milder cases, where the growth is not large enough to obstruct the nose very much, nor interfere with the hearing, do not always require the operation. But they *do* require the treatment which will best and most quickly remove the growth. As long as it is present and subjected to recurring attacks of acute inflammation, it will be a constant source of danger. The child's chest development, as a result of the faulty breathing, is often very deficient, and after the operation a proper course of light physical exercises should be started. Children should particularly be taught how to breathe deeply. In conclusion, I would again most strongly emphasize the necessity for an early detection of this most important condition, as the child's future may depend upon it.

SCHOOL MEN OF THE HOUR

Pres. THOMAS HUNTER

(For portrait see front cover)

SOME fifty years ago the normal school system was started in this country. The next twenty years saw its spread and growth in the most progressive communities. The citizens of the then rapidly growing city of New York, desirous of having their schools keep apace with those of the rest of the country, decided upon the establishment of a similar school for the training of teachers, and authorized the principal of the leading grammar school of New York City, located in what was then up town, and including among its patrons such families as the Vanderbilts and Sloans, to visit the recently established normal schools of the country and garner from these many fields the best to be found in their theory

and practice. Though method was the cry, and the movement exalting method, which later ran mad, was then beginning to sweep over the country, this New York grammar principal had the discernment and good judgment to note that among all the famous schools visited, the teacher who made the best use of methods was the one who reinforced his methods with the widest and richest scholastic preparation and that the pupils who gained the most were those who came to the instruction with the greatest amount of general culture.

Accordingly, in planning for the normal school he was to inaugurate in New York City, Principal Thomas Hunter decided to emphasize scholarship no less than method.

It was a bold stand to take then, but one which subsequent events and the attitude of the most competent educators of to-day equally indorse. Almost at the outset of his great work of founding an institution wherein should be educated and trained the great mass of instructors who were to form the teaching corps of the greatest commercial city in the new world he demanded that every graduate of that institution should have, in addition to professional training, a high school education. This was long before the State made such requirement mandatory, by establishing what is known as chapter 1031 of the laws of 1895; and later, before the present tendency in the direction of collegiate training for teachers in the high schools, academic and higher grammar grades had fully developed, he added as required for graduation from his cultural course what would include about two years of a college course, in addition to the high school education and the professional training already demanded.

To secure this necessary culture to precede the professional training of those whom he designed for teachers in the schools, Dr. Hunter found it necessary to provide free, public academic instruction or high school education, which in those days was a novelty in the United States, and did not previously exist in that city. Further, both for the practice work for the pupil-teachers, and to serve as a model of the elementary instruction that those intending to become teachers should receive, there was established in connection with the Normal College an elementary department. So almost at its inception the institution combined an elementary and a high school department and the professional training school for teachers.

The institution grew and prospered with the city it served so well. Its graduates bore the burden of trying to furnish suitable education for the enormous classes and almost alarmingly increasing population which the New York City census continually showed. What a work it has been to keep to the front in the education and training of the teachers for that great city, and yet turn them out rapidly enough and capable of meeting the ever increasing professional requirements, President Hunter, the faculty and the trustees of that institution can best appreciate.

Despite the pressure against it, through the natural desire of many candidates to get earning a livelihood as soon as possible, Dr. Hunter has steadily struggled for a high standard for his institution. What this strain has been may be illustrated by what it is to-day. Despite the large number of graduates of the various professional training institutions in the boroughs of Greater New York, and the equally large number of candidates from outside who secured licenses last summer, the supply at present writing is absolutely exhausted, and the proposition has been under consideration to allow fifty of the more mature and capable of the class which is to graduate from the Normal College in June to be graduated at once, to fill the vacancies existing for which no teachers can be secured.

As time went on, in accordance with his own ideas as to the necessity of increased culture for the prospective teachers, and in conformity with the demand for free, public, higher education for the young women of New York City, such as is provided for the young men by the College of the City of New York, the institution took on the work and name of a college; and we find the work in its character and extent being amplified until at present under its roof are given elementary, secondary, partial collegiate, and professional instruction. The demands for teachers and the natural restraints and impediments to the rapid carrying out of decided changes in the work in such a large and important institution have thus far prevented Dr. Hunter from providing the full four years' high school and college course for the students of the institution. The establishment four years ago of several high schools in New York City, as well as the broader point of view and larger outlook gradually obtaining among the trustees and those high in school authority in New York City, will permit President Hunter to arrange so that, in a year or two, he will be able to increase the college and high school courses to four years respectively, to rely almost entirely on the girls' high schools of New York City for the supply of students in the collegiate and professional departments, and to retain his own high school and elementary department simply for observation and practice work for the pupils in the professional training work of the College.

It is but natural that the founder of an institution of such a character as is the New York City Normal College should be held in high esteem and reverence by all good citizens, as well as by all who have had the benefit of his guidance and direction; but where such an institution is the only one of its kind in such a great city as New York; where it has grown up with that city and with its citizens from an ordinary sized community to practically the greatest city in the world; when, during this growth, the organizer of this school has had almost entirely and single-handed the work of providing the instructors for the children of such a stupendous commonwealth, and has had under his control and instruction, all told, some twenty thousand embryo teachers, the natural esteem and reverence is proportionately increased. Consequently we are not surprised to find "The Thomas Hunter Association" composed of New York City's prominent business and professional men—former pupils of Dr. Hunter in his famous grammar school on 13th Street, which meets annually to do him honor—as well as a large and intensely loyal alumnae and clientele of the Normal College.

Notwithstanding his advancing years, Dr. Hunter has worked for and planned the details of these up-to-date changes with all the enthusiasm, energy and progressiveness of the younger men engaged in educational work. It may well be said of him as John Stuart Mill said of Goethe that in his old age he still reverences the dreams of his youth. It will doubtless be a happy day for him when he can say that the institution in his charge will give any female child an education that will carry her from kindergarten through college as well that it maintains a professional teachers' department giving the best and amplest training for that great work.

President Thomas Hunter began his work as a teacher of drawing in grammar school No. 35, Thirteenth street, New York City, in 1850. In the fall of the same year he was promoted to be first assistant. In this position he prepared boys for college and continued to teach the drawing on Saturday without compensation. In 1854 he became vice-principal and principal of the evening school. In 1857 he was elected principal of the day school and in 1866 was

unanimously elected assistant superintendent of grammar schools, but declined to accept the position.

In the fall of 1866 he was elected principal of the first public evening high school organized in the United States.

The fall of 1869 saw him elected president of the newly organized Normal College in New York City. The course of instruction was then limited to three years, based on an eight year elementary course, as was the custom of all the normal schools at that time.

In 1870, by direction of the Board of Education, he visited normal schools in New York and neighboring states and made a report thereon which was found useful in shaping the course of study for the new institution he was to build up. Until within a few years he was a familiar figure at all state and national conventions as well as other associations of teachers to develop the work of the profession. He has done more than his share in the way of preparing and reading papers at these meetings. Among his contributions to educational literature the most widely known is his edition of "Fitch's Lectures on Teaching."

CHARLES A. SHAVER

THERE is no department of educational work that requires for the successful prosecution of its aims men of more tact and ability than that of the State institutes for teachers. The institute conductor who wins approbation in a commonwealth where the standard of scholarship and efficiency of the teaching force has been raised as high as in New York State must have combined in him scholarship, executive force and genius, and a broad knowledge of men and affairs. It is to the credit, then, of Charles A. Shaver, of Watertown, N. Y., State Institute conductor, that he is one of the most popular men in this work.

Like so large a percentage of men who have won distinction, the subject of our sketch began life with meager advantages. Yet poverty and obscurity are not hindrances to one who is possessed of industry, determination and self-reliance, and his case is not an exception. The talent of mastery was in him, and before it obstacles gave

way as he steadily climbed to his present high position.

He was born in the little village of Perch River, N. Y., April 6, 1861. At twelve years of age he was a farm hand near his home, suffering the hard labor of the agricultural life of that period. Summers he



CHARLES A. SHAVER

worked diligently and faithfully, and attended the district school of his neighborhood during the winter months. At the age of sixteen he taught his first district school, and by his thrift and economy saved enough from his wages in that work and what he had accumulated from his summer's work to attend the Potsdam Normal School.

In 1882 he secured the position of principal of the Antwerp High school, and taught there for five successive terms. In 1884 he won the scholarship from Jefferson county to Cornell University, standing first among nine competitors.

His father's failing health compelled him to give up his college plans, but at the age of twenty-three he entered the examination and at one session passed the whole number of subjects and won a State certificate to teach. The next year he was appointed to fill a vacancy in the office of the school commissioner from his district, and was re-elected to that office. In 1887 he was elected principal of the Clayton high school, and at the end of nine years' service in this capacity was appointed to his present position.

During all the years of his industrious life the love of learning has been within him, and he has been a close and diligent student. He is possessed of much physical vitality, and is at the prime of life. While he may be reasonably proud of his achievements, we hope that the zenith of his usefulness has not yet been reached, and that his star may but have begun its ascendant course.

The career of this man, coupled with his marked efficiency and high position in the educational work of the State, presents strong protest to the idea that has received some measure of advocacy in certain quarters, that college diplomas should be in all cases a necessary prerequisite and *sine qua non* as a measure of the fitness of a man as an educator. His efforts are not backed by diplomas of scholarship, nor does his efficiency in the educational field spring from them.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

DIVINE DISCONTENT

"You find a man who's satisfied,
You find a man who's dead;
And if you find a live man who
For nothing further sighs,
Though in the pink-red bloom of health
He's dead before he dies."

SURE sign of spring: The school teacher with a bunch of pussy willows is abroad in the land.

It is only when good habits already exist that principles can exert an ennobling influence.—*Aristotle*.

If the children of the first grade have not had kindergarten training, they should have a genuine kindergarten spirit put into their first school work.—*Am. Primary Teacher*.

THE public school is more important than all else as an engine of democracy. Educa-

tion is simply another way of spelling democracy.—*Edwin D. Mead, of New England Magazine.*

THERE is a future for the architect who will plan a meeting place for teachers where all of the seats will be end seats and late comers will be as well off as the early ones.—*School Weekly.*

A GOOD way to have a poor institute is to get an instructor who is able "to impart knowledge" and who works on the principle that teachers will teach as they are told to teach.—*Florida School Exponent.*

REMEMBER how soon the children you teach must be fighting the battle of life with all their might, where the nice distinctions of speech will count for less than power to think and grit to bear.—*Exchange.*

A GOOD teacher no more thinks of meeting his classes without his daily preparation than a distinguished lawyer or clergyman would think of managing a case before court and jury, or preaching a sermon, without special reading and forethought.—*Horace Mann.*

THE young teacher should learn early that teaching and talking are quite different. Almost any recitation in which the teacher talks half the time is a failure. It seems that the teacher thinks the pouring out of knowledge is the main thing.—*Interstate School Review.*

NEVER were there so many lawsuits growing out of corporal punishment as now. This is not because corporal punishment is so common, but because it is so uncommon that anyone who resorts to it is liable to get into court. Great caution is needed if you inflict punishment.—*Am. Primary Teacher.*

CIRCUMSTANCES vary; vary your methods to suit your surroundings. Do not fear to leave the beaten paths. "All roads lead to Rome," and if we have the true spirit of teaching, all our plans and devices will lead to one ultimate end—the "harmonious development" of the children in our care.—*American Primary Teacher.*

HALF a loaf is better than no bread at all. Poor wages are better than none. It is better to work for nothing than to be idle. Strive to earn more than you get. A good worker deserves more than his salary. He who is not worth more is usually worth considerably less than his salary. One should deserve something better before he demands it or can reasonably hope to get it.—*Missouri School Journal.*

THE one important lesson to be learned from the disputes at Cleveland and other places about the management of schools is, that no system, however complete, can relieve the people of their responsibility. The community must look out for the public interests or some schemer will run the machine to further his own purposes. This constant attention to the management of local government is just as necessary, too, in the back township as in the city.—*Ohio Educational Monthly.*

THE prominent "ladies'" magazines continue to print cover designs ringing every possible change on the idea of weddings. Marriage is a very good thing—shame on those who belittle it!—but it is always sickening to see so much stress laid on the showy side of it. What ought to be emphasized is the devoted home life, which is the true ideal of womanhood. We shall be drifting away from the best things so long as we continue to slight this side of the matrimonial status.—*Pathfinder.*

ONE of the most important duties of the superintendent is to train his teachers. The superintendent should occasionally conduct a recitation, that the teachers may get his ideas as to the best method of doing a given thing. He should be able to help his teachers to do better work. The superintendent should study the art of encouragement, and help his teachers to become experts in the same art, for it is an art to know when and how much to help, when and how much to encourage.—*Missouri School Journal.*

AN old record sums up the duties of a New England schoolmaster of 1661 as follows:

1. To act as court messenger.
2. To serve summonses.

3. To conduct certain ceremonial services of the church.

4. To lead the Sunday choir.

5. To ring the bell for public worship.

6. To dig graves.

7. To take charge of the school.

8. To perform other occasional duties.

CRANKS have sometimes appeared who reasoned that because so much work might be done in eight years by the mythical "average pupil," that all pupils should do that much, and none should do more; that exactly one-eighth of it should be done annually, one-ninth of one-eighth of it monthly, one-fourth of that weekly, and precisely one-fifth of one-fourth of one-ninth of one-eighth of the whole should be done each day, even if the victim of such procrustean madness had to take his books home and study half the evening.—*State Superintendent Bayliss, Illinois.*

INSTEAD of recommending to the board of education the erection of a commercial high school with a central location, Superintendent Cooley will suggest that commercial courses similar to those offered in the business school of Philadelphia be given in three of the manual training schools. The reason urged for combining the work of the manual training schools and the commercial schools is that the transportation problem will thus be solved and the students will be enabled to attend classes in buildings that are more accessible than a central school would be.—*School Weekly.*

WHILE in teaching, as in fashions, it is not good taste to be always taking up the newest thing out, yet a disposition to hunt up something new and fresh frequently is a commendable feature, and one that will tend to keep the teachers in touch and sympathy with the class. If the new is no better than the old, the change will give new life to the teaching. When a teacher finds it hard to change his ways of doing things, there is danger that he is near the dead-line. For the teacher's sake, as well as the pupils' let us have a system that will admit of easy changes from one plan and style to another. He is indeed a good teacher who can make use of all the good methods known to the profession.—*Exchange.*

Not only the best but the most modern thought of the age is presented in school periodicals.

They supply much needed information and offer an abundance of helpful suggestion. Insofar as method and device are concerned, they cover the entire field of teaching, and the general spirit and tenor of their work is elevating to the profession. They are so varied as to scope, character and purpose, that every grade teacher can find in them something adapted to his needs. No one should dare to call himself a teacher without the help and inspiration of the school journals. They should be taken by every teacher; not only taken, but read, studied and assimilated.—*J. H. Tomlin.*

SOME idea of the growth and size of Columbia University is shown by the fact that the Government postal authorities have compiled statistics showing the exceptionally large business done by the sub-station of the post office there. An average of more than 23,000 letters, 10,000 pieces of second-class mail matter and more than fifty pieces of registered mail are received each month. Almost \$800 in stamps are sold each month besides money orders. There are 300 letter boxes in the various buildings for the exclusive use of the officers and teaching staff of the university. The sub-station itself has five separate stations in its charge located in different buildings for the delivery of student mail, and fourteen collections and five deliveries are made by the Post Office Department every day.

PROFESSOR E. J. JAMES of the University of Chicago does not look on the prospects for men in the teaching profession as being very bright. He says:

"I venture the assertion that the majority of the men who fill professors' chairs in colleges and high schools to-day are there because they were forced to teach upon leaving college, and, becoming stranded, had no choice but to remain teachers. Teaching offers the largest pay to an unskilled college graduate. Teaching as a rule does not tempt bright men because of the poor prospects and uncertain tenure of employment. The ordinary prospects of a Chicago teacher are made still more miserable because of the policy of decreasing expenses by lopping off departments or shortening the school year. The system is demoralizing the city schools."—*Exchange.*

THE older we get, the more we realize this fact, and he who says he does not, be he young or old, humble or mighty, has either a colossal conceit or an elastic conscience, and one is as bad as the other: Deliver us from the man who is always in the right and never in the wrong. If there is an everlasting nuisance in the world, it is he. The reflection in the glass shows him the one whose judgment is infallible, and in sorrow his eyes gaze upon the multitude in the wrong because they do not agree with him. The boy who starts out realizing that he must make errors, but with the determination to profit by them and not repeat them, has learned one of the world's great lessons. Our youth should be trained not to be over cautious through fear of making mistakes, not to be over proud and ashamed to acknowledge mistakes, but frankly confessing when he finds himself in the wrong, undismayed, through perseverance to succeed in spite of mistakes.—*Midland Schools.*

THE kindergartners say it is a growing opinion that it is near the age of eight that the child begins to see the end to be gained in contradistinction to something to be done, says James Champlin Fernald in the *Atlantic*. * * * The assumption is not true of real children. The present writer knew, for instance, a little cherub of two years' terrestrial experience, who found the cat in his high chair after he had left it, and went to eject her. The cat objected and scratched his hand; whereupon he withdrew to think it over. That high chair was of the dislocating kind that can become a low easy chair by pulling a handle. The two-year-old walked round the table, came up behind Pussy's strategic position, pulled that handle, and brought the whole fortification down like thunder. That cat made a leap such as could only have been inspired by a conviction of the approaching end of all things; and young humanity had established forever the "dominion" given him in Genesis over the "beast of the field."

STATE SUPERINTENDENT HAMMOND has issued a statement in regard to the rural schools of Michigan in which he traces a number of the sources of waste of the public moneys. He says:

1. Money paid to young and immature teachers is, in a large degree, wasted.

2. Money paid to strangers for high-priced apparatus is more than half wasted.

3. Much of the money spent for fuel in trying to heat old and poorly inclosed schoolrooms is wasted.

4. Frequent changes of teachers and the confusion resulting therefrom wastes both time and money.

5. Frequent changes of text-books without the advice of the county school commissioner cause considerable unnecessary expense.

Superintendent Hammond believes that money could be saved in these directions and applied to increases of salary for teachers. The result would be that a superior class of teachers would at once be available for the rural schools.—*The School Journal.*

THE teachers of New York City have urged from time to time that their salaries ought to be increased and that in many instances the janitor of a public school received a larger salary than the principal. This assertion has been unexpectedly proved in the *City Record* just issued by the municipal authorities:

E. H. Terwilliger, janitor of School No. 1, draws \$3,887 annually and William H. Ettinger, principal of the same school, \$3,250. Henry Cassidy, principal of School No. 5, is paid at the rate of \$3,250 a year and C. K. Birdsall, who sees that the same building is swept out and that the fires are kept burning, gets \$4,420. Of the 180 janitors of public schools in New York City, 26 draw salaries of \$3,500 a year or more.

Quite a number are paid more than \$4,000 each, while hundreds of teachers are on the rolls at \$600 a year. Even some of the professors and practically all of the assistant professors and instructors in the College of the City of New York are paid less than the leaders among the head janitors of the public schools.

WE all have troubles—things in our daily personal life that are vexing and annoying, sometimes things that are painful and burdensome. But we should not talk about them. We have no right to scatter our briars and thorns about us so that others' feet may be torn by them.

Silence about ourselves should be a rule almost without exception. Especially

should the rule never to complain be an absolute one. No matter how poorly we have rested through the night, we need not tell the whole family about it at breakfast. Patient bearing of the portion of life's ills that come to us is the characteristic of ideal Christian faith.—*Forward*.

IN speaking of agricultural education for the farmer, L. F. Weekley, a young farmer of Cooper county, Missouri, remarks: "The back-number farmer will never realize the truth of the statement that he needs agricultural education, for he is set in his ways, not subject to change. Education is for the young only, yet it is said that a man never gets too old to learn; but the greater number of people I know are both too old and too wise to learn, and not many of them know anything about farming as a science." —*Farmers' Voice*.

THE WANDERER

Upon a mountain height, far from the sea,
I found a shell,
And to my listening ear the lonely thing
Ever a song of ocean seemed to sing,
Ever a tale of ocean seemed to tell.

How came that shell upon the mountain height?
Ah, who can say
Whether there dropped by some too careless
hand,
Or whether there cast when Ocean swept the
Land,
Ere the Eternal had ordained the Day.

Strange was it not? Far from its native deep,
One song it sang,—
Sang of the awful mysteries of the tide,
Sang of the misty sea, profound and wide,
Ever with echoes of the ocean rang.

And the shell upon the mountain height
Sings of the sea,
So do I ever, leagues and leagues away,—
So do I ever, wandering where I may,—
Sing, O my home! sing, O my home! of thee.
—*Eugene Field*.

PRESENT ASPECT OF ROMAN FORUM



FROM "STEPPING-STONES TO LITERATURE: A READER FOR SIXTH GRADES."

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NEW YORK EDUCATION FOR THE SCHOOL ROOM

HIGH ABOVE (SONG FOR FLAG DAY)

Words composed and music adapted by
Prin. P. H. MCQUADE, Albany, N. Y.

Air: Emmerich.

*
High above, High above Floats the standard that we love,
Sunny emblem of our might, Proudly borne in many a fight

On the land on the sea,
Borne along to victory, Tyrant's fear it, freemen cheer it,
As it floats, as it floats

Its gay stripes lightly streaming
And its stars brightly gleaming
Mark the banner of the true
From the sky of its blue.

D.C.*

2. Let it wave! Let it wave!
'Neath its folds no cowering slave,
Ground to earth by tyrant power,
Waits the dawn of happier hour;
Under it all men are free,
Breathing air of Liberty.
We revere it, let us cheer it,
Cheer its stripes, cheer its stars.
For its stripes breathe defiance,
And its stars speak alliance,
While its red and its white,
With the blue of truth unite.
3. Should a foe! Should a foe!
In his pride his strength to show,
On our shore presume to land,
Firm, undaunted we will stand
Shouting loud our freemen's cry,
Our proud standard waving high,

We will fight him, we will smite him
Till he fly! Till he fly!
For stout hearts yield them never,
And strong arms conquer ever
In defense of their sires
And their altars and their fires.

4. May it stand! May it stand!
Guardian o'er the happy land,
Where our sires forever broke
Haughty despot's iron yoke.
Flag of might and flag of right,
Patriots hail it with delight,
High we rear it, loud we cheer it,
Cheer its red, blue and white!
For the North and South united,
And the East and West are plighted
To be one evermore,
From the center to the shore.

DEFECTS IN ENGLISH

PRINCIPAL SCUDDER, of the New Paltz, N. Y. Normal School, has sent out the following circular letter:

The State Normal School at New Paltz begs to bring to the attention of the principals and teachers of neighboring schools the embarrassment under which the faculty labors with respect to the bad spelling, crude English and lack of power to apply the technical rules of English grammar that is shown by so many students who come to us, including even those who enter on regents' credentials. Over and over again students are obliged to extend their course, perhaps give up altogether, because of their inability to use their mother tongue with correctness and facility. If students cannot express their thought clearly, if they are unable to present creditable written exercises, if their written and oral work is marred by uncouth expressions, grammatical errors and mis-spelled words, surely the normal school has no right to send them out into the world with a life license to teach, whatever their attainments may be in other subjects.

To be sure the normal schools require of those in the high school graduates' course 20 weeks in rhetoric, 20 weeks in English literature and 30 weeks of methods in grammar and language, but even with the most careful attention to details and the most arduous efforts on the part of the teachers the previous deficiencies in English are often such that the students cannot make such progress as would entitle them to graduation.

In reply to a request to indicate principal defects, details of some of the more glaring faults are given by several members of the faculty as follows:

"A great many of the students are poor spellers.

Verbs do not agree with their subjects.

Pronouns do not agree with their antecedents.

Sentences lack clearness.

Many students have so limited a vocabulary that they cannot express their thoughts well."

"Feebleness and meagreness of expression.

Inaccurate use of words.

Loose construction.

Incorrect syntax.

Weak spelling—in too many cases atrocious."

"The principal defects are ignorance of the meaning of words in common use, inability to distinguish between words similar in meaning or form, poor spelling, and errors in punctuation."

"Inability to make *one point* and omit all extraneous matter.

Carelessness in spelling and punctuation.

The use of 'some' as an adverb, particularly in the expression 'quite some.'

The use with a dative, of a preposition that should govern only the accusative, *e. g.* 'I can't see any sense *into* it.' 'There is no *x into* the equation.'"

"I find many of our students deficient in their ability to speak correctly. They show lack of training and of sharp criticism in the ordinary use of language.

The defects are about equally distributed between poor enunciation, incorrect pronunciation and awkward construction. Their spelling also, I think, might be improved."

"In general, the students have ability to use good English, but they are extremely careless and fail to realize its importance. In some cases, the lack of ability is appalling.

Principal defects: Slovenly use of 'shall and will'; use of 'to' for 'at,' 'like' for 'as,' 'can' for 'may,' 'good' for 'well,' 'who' for 'whom,' 'into' for 'in,' 'in' for 'into,' present tense for past, 'we was,' 'he don't,' double negatives, indefinite use of pronouns."

"In general, I might say, the crudities of expression and the incorrect use of English heard from teachers in our training school would not be tolerated in teachers in good public schools."

"In an average class of 90 members 45 per cent. are seriously handicapped by their ignorance of the underlying principles of correct diction and sentence structure, or by their inability to apply such principles, or by both. They are conscious of the fact that they cannot express themselves with clearness, and therefore sometimes even refuse to attempt to recite when called on.

Comparatively few grammatical errors are made in written work beyond those common to students of secondary schools; 'will' for 'shall,' 'would' for 'should,' adjectives for adverbs, etc. The serious defects lie in

the crudity of the English which shows itself in a limited vocabulary, in colloquial expressions, in awkward and unintelligent sentence structure."

"Many of our students come from homes where good English is not used and it is almost impossible to eradicate the evils arising from lack of early training. Possibly not more than 50 per cent. of our students use good English."

"The confusion of shall and will.

The use of 'went' for 'gone' and vice versa.

Use of 'he don't' for 'he doesn't.'

Use of 'good,' *i. e.* 'He don't feel good this morning.'

Confusion of words; academic and epidemic, percept and precept.

Coining of words; double negatives.

Dropping (h) in such words as wheel, which, what, while, etc.

The spelling as shown on examinations seems to be especially weak."

We are attempting through this circular to urge teachers to bring the attention of pupils more pointedly than ever to the necessity of proper English training before they venture on a normal course. The faculty think it would be wise if students who wish to become teachers were subjected to unusually severe tests in English. Deficiency in English and not deficiency in mental power is the great lack in our students and the cause of many failures in work.

Communications from any school with reference to this matter will be welcome.

USE THE BEST

ONE of the important objects of the school is to impress the habit of using the best words and the best forms of speech. To accomplish this it has been my custom to ask my pupils this question: "Suppose you were in a palace containing many objects, and had the privilege of selecting such as you choose, would you not take the most beautiful? You would not select much worn and unfashionable garments. And yet when you array your thoughts you employ the first words that you happen to pick up. You seem to forget there are several thousand to select from. Bear in mind that the great writers are those that select their words with great care."

This is sufficient for an introduction;

there are then two courses to pursue: (1) to select felicitous expressions from the poets mainly, and ever encourage them to employ the best words; (2) to call their attention to faulty expressions and arouse an aversion to their use. I made out a list of faulty expressions that were held to be decidedly inelegant, and yet were heard in the town, and began a crusade against them; it was not difficult to tabulate a number at once; having begun the work the list was increased. The pupils dealt with were in the eighth grammar grade, and in the first and second years of the high school.

The pupils had small blank books devoted mainly to the subject of language; in these they put a list of faulty expressions they heard; usually, in the grammar class, the expression would be brought up and the reason given for rejecting it. This list was compiled in a year.

1. It looks like it was going to rain. (The presentation of this would be followed by a discussion of better forms. "It looks as if it was (were) going to rain;" or, "as though it might rain," etc. It will appear that "like" is not employed to connect sentences. This discussion is an important means of impressing the fixed rules of language.

2. He wended his way among the desks.

3. John went and Henry likewise.

4. He commenced to study.

5. Let us now try an experiment. (An expression used by a teacher.)

6. He was excessive polite.

7. The flames made a lurid sky. (In the newspaper.)

8. The then mayor was absent. (From a newspaper.)

9. He should tell whether or no he still abides in that house.

10. He is taller than you think.

11. Had I have known it was you.

12. I had ought to have gone there.

13. That ends up the business.

14. That will do equally as well.

15. Go and fetch it.

16. I forbid you from going.

17. I can not tell if he will come.

18. I have not seen him for six months.

19. He left it alone.

20. I almost think I should like to go.

21. I shall not buy a dress this year I don't think.

22. The largest circulation of any newspaper in the world.

23. On either side of the wood were tall trees.

24. I never remember doing it.

25. He is way down in Florida.

26. You cannot fail doing it without you forget my directions.

27. I dislike arithmetic worse than grammar.

28. I think he is real mean.

29. Flowers of every description were found in his garden.

30. He replied, "I have nothing farther to say."

31. This twenty years I have lived in this street.

32. No other way but this was open to him.

33. The people flew to the fort for safety.

34. At what hotel do you stop?

35. But he had to contend with a subtle foe.

36. She has a very tasty dress.

37. He went a little piece and returned.

38. I have every confidence in his ability.

39. He has an ugly temper.

40. I beg to announce, etc.

41. His success was due to his ceaseless energy.

42. I have got a cold.

43. I have got a good idea of the country, etc. (Correct.)

44. It is funny Peary found mosquitoes at the north.

45. It is an illy ventilated room.

46. I don't know as I can go there today.

47. Did you hear my last request?

48. The class may take the balance of the chapter.

49. I hope the class will behave on the occasion.

50. Of two evils choose the least.

Of these it may be remarked that it is contended by some that they are correct as they stand; very careful writers in 47 use "latest" for "last;" "lesser" for "least" in 50.

In regard to the selection of words a part of the list prohibited by William Cullen Bryant will be interesting to the class in literature.

Above for more than.

Over for more than.

Aspiring for striving.

Beat for defeated.

Bagging for capturing.

Balance for remainder.

Banquet for dinner.

Claimed for asserted.

Devouring element for fire.

Inaugurate for begin.

Jubilant for rejoicing.

Smith and lady for Smith and wife.

Leniency for lenity.

Lengthy for long.

Located for placed, etc.

Mutual for common.

Party for person.

Partially for partly.

Quite good for pretty good.

Reliable for trustworthy.

Repudiate for disown.

Roughs for rowdies.

Couple for two.

The list prohibited by Mr. Bryant affected the tone of the English employed in the *Evening Post* for many years after he retired as its editor.—*Exchange*.

HINTS TO TEACHERS OF READING

READING for study should, as a rule, be done silently. There is danger of calling for too much oral reading.

In so-called sight-reading for children the words should be those readily recognized and functioned. The sentences should be short and the thought and emotion within such easy grasp that the reader can give his energies to expression.

Do not put a book into the hands of children and ask them to read orally at sight a bit of history, a scientific observation, or a story that you could not read without study.

Two motives govern the desire to read aloud: First, the desire to share with others what one possesses; second, the necessity for expression as an outlet for aroused energy.

Do not call for oral reading until the children have something to tell. Ideal conditions for oral reading are one book, a reader, an audience, and interesting material.

Do not lose the children's point of view in reading. They read because of their interest in the story, and are impatient of interruptions. "I don't see," said one little girl, "what our teacher meant. We were

so interested in that story we could hardly keep our seats, and she kept stopping us and asking us questions, and making us do it over and over again until we just couldn't stand it. I don't want to go to that school any more."

Do not allow a child who is reading orally to struggle with the pronunciation of a word. Help him incidentally, keep him unconscious of his difficulty. The book means to many children only a struggle with words, and oral reading word-calling. They imagine only words, and there is no room for the thoughts and emotions of which words are the signs.

Do not drill upon words or phonics in close connection with oral reading, lest the child's mind be distracted from the thought. The whole energy of both teacher and class should be directed towards one end—the securing of vivid images and adequate expression.

Do not call upon one child to criticise another's reading, or ask him what is wrong with it, or how he would read it; the interest should be so intense that the impulse of every child is to express his own images, not to criticise others. Call for reading from the different children. The class will

unconsciously note differences and select the most truthful interpretation of the text.

Cultivate a habit of independent study of the text.

Do not ask the children how they would read this line or that stanza; let them read and judge from their expression what images they have. If they are not appropriate and full, stimulate to better imaging by questions, by pictures, by stories, and then call for expression when the emotion is at its height.

Do not analyze a section until the life is all taken out of it. Allow only such discussions and analysis as will make the images vivid. View the selection as a whole. Strike for the great central thought; this includes the lesser.—*Chicago Institute Course of Study.*

"I met a little elf man once,
Down where the lilies blow;
I asked him why he was so small,
And why he didn't grow.

He slightly frowned, and with his eye
He looked me thro' and thro';
'I'm quite as big for me,' said he,
'As you are big for you.'"

—*Selected.*



CHILD STUDY

OVERTAXING CHILDREN

TRANSLATED FROM THE GERMAN OF J. TRUEPER BY DR. C. C. VAN LIEW FOR "CHILD STUDY"

ONE should not seek to stimulate and incite the child mentally before the time. This is particularly true of children burdened with some innate psychopathic tendency. But it holds good also for others who are shown not to have inherited any nervousness. Fortunately, it is true, the healthy children favor such a process of early stimulation less than those who develop early, but pathologically; besides, the healthy children are more likely to have reasonable parents.

At a later age, one should not try, out of vanity or other reprehensible grounds, to consign children to a calling that is too high for their endowment and too difficult for their physical power, and hence require their attendance at schools that are not adapted to them. But if one is guilty of it, he has no right to complain of the school for taxing the children too severely.

Furthermore, physicians have said and complained much of the home-tasks. There is a very simple means of removing them, or at least limiting them wisely. For example, the parents could rouse themselves to declare: "We shall help our child under no circumstances; but we shall give him a written statement every time that he could not perform the task alone, and hence had not done it." The over-feeding with indigestible material would then soon cease and the child would remain mentally healthier.

Koch, also, with a view to the requirements of our present generation, regards the demand as indispensable. "No more home-tasks, or, at the most, only one hour work at most also for the more weakly endowed." In our time a predisposing somatic or psychic weakness and nervousness are prevalent to a very different extent than formerly. Also the departmental system of teaching of to-day results in more intensive work in the pupils. For both reasons the time devoted to study must be reduced if any regeneration is still to be introduced, and we would not hasten on to conditions in which regret comes too late.

Likewise under no circumstances should supplementary hours be imposed upon a

nervously disposed child, in order (as by means of an extra tutor) to support the work of the school at home. If it is really possible for a weak child to bear additional hours of work, without being made weaker by them, then one ought to cultivate in him the interests that do not find sufficient nourishment in the school. For example, if it is not able to keep up the first year in reading and writing, then at home permit it diligently to draw, build, model and the like. It is the sense of form that has been backward in development, and which is entirely smothered by the letter. If it cannot keep up in arithmetic, then banish the figures at home; take the child out into field and forest to walk and let it grasp the numbers which are offered in the trees, flowers, animals, railroads and the like. Then, if the child is not prompted, that is perhaps his good fortune; his mental health will be exposed to slighter harms.

The things that occur in this nagging with empty word cram often defy all description. I have made the acquaintance of feeble-minded pupils who had to read, prate, and write of things which they had never learned to recognize. Indeed, this is no rare phenomenon also among the mentally sound; but the latter finally take care to make themselves familiar with the thought-content. One very excitable weak-minded boy of nine years could not distinguish between one and two; *i. e.*, he could not with certainty take *two* sticks from a pile. But the mother assured me that he had been awakened at night from sleep by order of the director of the institution, to count to fifty; *i. e.*, to memorize the names of numbers. The same boy, among other things, could rehearse from memory and with correct emphasis whole fables from Hey, without being able to understand a single sentence of them; for example, without being able to point out in the picture the boy, bird, bush or nest. If he was to draw or sketch anything, as a window, he began to recite: "Win-," etc. Thus we do educate parrots instead of men; and what is more, we brag of the accomplishment.

Would that such children might never get to see a single mind-killing letter, and in its place learn to decipher the languages of nature and of human life! "The instruction of parrots is not to be taken as a pattern," warned Comenius something over 350 years ago. But human parrots are still to be found in schools higher than the institutions for feeble-minded. Here, also, when ideas are wanting, one is accustomed to drill in a word for it at the right time. And if it is successful, then it is called "making progress."

But not all requirements have been met if one has succeeded in preventing the over-taxing of children through school work. The children, like the parents, must also be protected from injuring themselves in their free hours still more than study would have injured them in the same time. But it is just here that some of the greatest and most inexcusable negligence occurs. Hence if the pupils, freed from school tasks, are not to run into byways that will endanger their mental health, care must be taken to provide in the free hours for some employment or for physical activity under reliable supervision that will guard both body and soul from harm. Far too often, however, parents avoid these duties, indeed even smooth the way of their children to their injury, bringing them up to a sensuality that weakens body and poisons mind and heart. As Koch (p. 303) so aptly depicts "Pocket-money is given to an extent that overlaps all reasonable bounds; and dances are given for children lasting until far into the night. Evening after evening society and theater are sought, all kinds of reading are allowed, carousing and excessive smoking are clapped on the back, etc. In our day, in fact, even young children are taught to ape the

unnatural life of their elders and one either does not see how sleep and assimilation have been curtailed, how pale and how nervous they are or how they suffer physically, or, seeing, is proud of the *blase* and coquettish apes."

It is important, also, that the children sleep sufficiently. But on this account the school need not begin an hour later as Koch requires. It is far more suitable to send the children earlier to bed; the younger, at all events, before the evening meal of the adults. This is their best and surest means of escaping temptations to disturb sleep and injure the nervous system by indulgence in tea, beer, spiced meats and the like. "A full belly does not like to study," said Luther; but it is worse at sleeping and induces disquieting dreams. Therefore, above all, *temperance in the evening meals of children*.

But many sins are committed in this regard. They are fewer in the case of healthy children, both because their parents are accustomed to think more healthfully concerning these questions and because such children can bear more than those who are psychopathically disposed. Yet cases are known to me in which boys already on the threshold of mental disease, had to begin work in the morning at six o'clock and often were only permitted to shut the book in the evening at half past nine; then punishment with the cane, also, had its part to play into the bargain, so that a depression of the spirits was added to the mental over-taxation, which makes it far more dangerous. That which the social life of the children of parents who are blessed with abundance of means often offers too freely, unfortunately is denied the children of the great mass of the people: through these privations they are injured in body and soul.

RURAL SCHOOLS

DIRECTIONS TO TRUSTEES

S. A. PEAVY, COMMISSIONER, SECOND DISTRICT, CATTARAUGUS CO., N. Y.

BELIEVING that trustees are generally much interested in the welfare of their schools, I take this opportunity to suggest the following lines along which I should be pleased to see some improvement:

School Houses.—The school house should not only be comfortable, but one of the

neatest and most attractive buildings in the district.

This would mean increased interest on the part of pupils, better work by the teacher and an indirect value added to all district property. It is not strange that pupils frequently become anxious to leave a dilapi-

dated old school house and enter the village school long before they have finished the common branches.

Keep the plaster or paper in good repair and do not spare paint inside or outside the buildings. Every effort should be made to secure warm floors. Greater comfort would be secured and much fuel saved.

Closets.—Filthy closets are the abomination of country schools. I am obliged to say that comparatively few schools in this commissioner district are complying strictly with the "Health and Decency Act." Closets should be ceiled and clap-boarded or built in some other as substantial style, and painted within and without. Boys should be provided with suitable urinals. They may be cheaply constructed out of zinc. This would prevent much of the filth so often found in boys' closets. The teacher should inspect the closets daily, and promptly attend to any misdemeanors. They should be kept under lock and key if necessary. No marking or defacement of walls should be tolerated. The vaults should be thoroughly cleaned as soon after school meeting as possible, and well sprinkled with lime.

Grounds.—School grounds should always be well drained, graded and provided with flowers, shrubs and trees. The teacher and children will always be interested in these with proper encouragement from the trustees. A few loads of gravel about the doorway would often be an excellent thing where yards are inclined to be muddy.

Equipment.—To secure the best results, a workman must be provided with the best modern tools in the best possible condition. An abundance of good blackboards, an unabridged dictionary, a globe, a good modern library, and a few maps are essentials to good teaching.

Where new boards are put in I strongly recommend slate as being the most satisfactory in all respects and the cheapest in the long run. A satisfactory dictionary can be bought for about \$10.00, one-half of which may be obtained from the state.

Teaching a child *how* to read puts a dangerous weapon in his hands unless at the same time he be taught *what* to read. No possible investment can yield larger returns than money spent for good books for the school library. *Applications for library money should be forwarded to commissioner*

as soon as possible after school meeting. The state will duplicate the district's money in full as long as fund lasts.

All books and apparatus should have cases for their safe and proper keeping.

It is usually best to avoid agents. Their goods are generally high-priced and frequently of little use to teachers.

Five or ten dollars expended each year would soon provide any rural school with an excellent equipment.

Flag.—A good flag can be purchased for two or three dollars, and with good care it would last as many years. It should be taken in nights and during storms or high winds.

I hope no trustee will allow a flag to fly which is tattered or otherwise unsuitable, and which will not fully command the respect of the future citizens of this great republic.

Teachers.—I consider it usually best, even with young teachers, to hire for entire year. It saves much trouble for trustee; a teacher will do better work, and the school will suffer less from frequent change.

School Registers.—Do not use the old register. A sufficient number of new ones has been sent to all town clerks. Before delivering register to teacher fill out the necessary blanks in front part, especially the "census schedule." *This is important.*

Compulsory Attendance.—I think it better ordinarily for a trustee to direct the teacher to notify the attendance officer directly of any cases of unsatisfactory attendance. This matter should be attended to vigorously. The public money may depend upon it.

Grade Examinations.—The uniform grade examinations will occur this year as follows: * * * * *. Trustees should arrange to have their schools in session on these dates.

I shall be glad to give my personal attention to any matter that may seem to be for the best interest of your school.

WHEREFORE seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us.—*Heb. 12:1.*

EDITORIALS

IT is about time to call the attention of our readers to the fact that the National Association will meet at Detroit, July 8-12; the State Association at Buffalo, July 5, 6, 7, and the State Summer Institutes will be held from July 8 to 26, inclusive.

* * *

ATTENTION is called to the Summer Institutes provided by the State to be held July 8-26, at Thousand Island Park and Chautauqua. Summer schools will also be held in this State at New York University, July 8 to August 16; Cornell, July 5 to August 16; a nature study school for four weeks from July 23rd, at Briarcliffe Manor, Westchester County, N. Y., under George P. Powell, formerly of the Agricultural Department at Cornell University.

* * *

EVERY visit to Chicago but adds to the conviction that E. G. Cooley is one of the wisest, most vigorous, most professional of our school men. All the talent is not in the men of whom we have known most.—*N. E. Journal of Education*.

"Dost thou confess so much?" If so, there is still chance for those not "known."—*i. e.* widely advertised. The shafts in our February and March issues evidently went home.

* * *

IT is such paragraphs as the following that cause teachers to lose faith in educational leaders and writers. These vapid sentences are by a well-known western superintendent. "Child mind must be studied in the children themselves. The child is the starting point."

"Yea, verily," as Dominie Sampson was wont to say.

Truly thus dost say such a simple thing in such a solemn way.

* * *

THE *Educational Review*, approving the proposal of the Massachusetts State Board of Education for the appointment of a State Inspector of Normal Schools, after explaining the benefits that ought to accrue from such inspection, recommends the proposed plan for all states. Dr. Butler's articles

seem to indicate that he is unaware New York State has already followed Michigan's lead in this matter and appointed Principal Andrews, of Seneca Falls, as Inspector of Normal Schools. The results are already apparent. One of the best of these has been the impressing upon the local normal authorities and all others that these are State, not local institutions, and that they have a responsibility to the State for the character and way of their work.

* * *

OUR readers will remember reading under our department "The Best to Be Found" in a recent issue, the statement of Dr. Pilgrim, of the State Hospital for the Insane at Poughkeepsie, that the greatest percentage of deaths in that institution for ten years occurred between the hours of three and six P. M. The same article, which was from the *Journal of Physical Culture*, stated that Dr. Lombard, in his investigation of the diurnal variation of strength, found that the strength was least at four A. M. and four P. M.

This would seem to be about the best argument we have met with against the detention of pupils at the close of school in the afternoon for any purpose whatsoever. If four P. M. is one of the periods of least strength, regardless of other depressing or exhausting conditions, it must certainly be one of the poorest times of the day in which children, who have just completed several hours of study and confinement, can be successfully dealt with either in the way of study or instruction.

* * *

IT is interesting to note that notwithstanding the outcry against the teaching of temperance hygiene in our schools, the committee of the National Council of State and City Superintendents appointed a year ago to define the position of the superintendents of the country on the question, at the annual meeting at Chicago in February last, reported against the Council's taking a position adverse to such instruction, which is in substance an endorsement of the present practice in regard thereto. The committee stated that, notwithstanding presumably scientific demonstration of the fact that alcohol in proper quantities is a food, the

weight of practical evidence as to its injurious effects is so great, it would be unwise for the Council to make any decision in the matter.

We believe the committee and Council acted wisely. The amount of harm possibly done through indiscreet and intemperate teaching of temperance hygiene is infinitesimal compared with the evils to humanity caused by drink. More than this, the progress of education itself has its greatest obstacle in the enormous expense of states and communities made necessary by the evils of intemperance.

It is interesting in this connection to call attention to the fact that the French Minister of Public Instruction, referring to the instruction of temperance hygiene in our American schools, expressed the wish that such instruction could be given in every school room in France.

* * *

NEW YORK CITY DRAWING AND MANUAL TRAINING WORK

IN an abstract of the recommendations of Superintendent Maxwell, of New York City, published in our March issue, we made a statement which we fear is calculated to create an erroneous impression in regard to the course of study and the work in drawing and manual training misrepresents Mr. Maxwell and does injustice to all having to do in any way with that work in the Borough of Manhattan and the Bronx. Abstracts are always incomplete and to that extent liable to be misleading.

We quoted Superintendent Maxwell as declaring that "the methods of teaching form study and drawing in Manhattan and the Bronx should be reformed." It doubtless would have been better and more accurate to state that the Superintendent objects to the methods, not of teaching form study and drawing, but of teaching the so-called "constructive work" in paper. Because on page 83 of his report, he says: "I think, also, that the work in color and in free-hand object drawing is well done and is constantly improving," and later on the same page "of the shop work for boys as far as it goes I can speak only in praise." While "as far as it goes might seem equivocal, in view of the fact that there are thirty-one shops in the city, accommodating each week some

11,000 pupils, each receiving one lesson a week, this must be construed as unqualified praise.

While the implied criticism of the City Superintendent on the "constructive work" in paper is probably well put, it ought in justice to be said that this work is yet new as far as the great majority of teachers in most cities as well as New York is concerned, and to some extent there is yet much difference of opinion in regard to the character and details of the work as well as how it shall be used (in correlation or otherwise), and as to the amount of time to be given it.

For instance, according to the New York course of study in what is known as constructive work in "oak tag" in the grammar grades, an opportunity is given the intelligent teacher to secure from her pupils original forms based on others they have previously made, but embodying their own ideas as to proportion and beauty of form. These same principles of course will later have to be extended. But as the result of our own experience in this work, we know that such extension must be made cautiously, and that the teachers must be made very familiar with the work before they can undertake to secure originality and individuality in exercises designed and executed by their pupils.

Hence we fear that our too concise abstract did injustice to many class teachers in Manhattan and the Bronx whose work is showing progressive appreciation of the principles underlying all manual education. To state, as might be inferred from the abstract, that the whole system of form study and drawing should, in its methods, be reformed, gives an impression quite different from that which will be gained by the perusal of the City Superintendent's report as a whole.

* * *

A REFORMATORY FOR MISDE- MEANANTS

NOT enough attention was given by either educational interests or the general public to a bill that was before the last Legislature, which originated and was urged by the State Commission of Prisons. It was a bill to establish a Reformatory for male misdemeanants.

The present condition of affairs provides

for the education and restraint of truants and incorrigibles under sixteen years, at such places as the Westchester Protectory, Rochester Industrial School, and the Institution at White Plains in this State. Then we have the Elmira Reformatory for those of maturer age convicted of felony. But there is no place of restraint and punishment that provides proper conditions and education for that very large class of wayward boys between the ages of fifteen and eighteen, who, while not criminals, are drifting theretoward and who have been arrested and convicted of misdemeanors. These at present have to be sent to local jails or to penitentiaries, for terms varying from thirty days to anything less than a year. Here they are thrown in with a criminal class, live in semi-idleness, strengthening their already bad habits, not staying long enough to be sufficiently punished and not being given any opportunity in the way of education or industrial training. The fact that the industrial reformatories above referred to keep boys until their sixteenth year has induced the Prisons Commission to fix the minimum age for admission to the proposed institution at sixteen years. From this age on up to twenty-five, the institution would provide restraint, punishment and industrial education for mere misdemeanants.

The merit of this proposition needs no discussion; but it may be interesting to know that the number of such mere misdemeanants committed to the jails and penitentiaries of this State during the past year was 10,000, and of this number 2,000 were under twenty years of age.

The measure last winter met the fate of most new legislation and failed of passage. It is to be hoped that the effort to enact this law will be promptly renewed next winter, and that neither special interest, apathy, nor a false sense of economy will obstruct or delay its passage.

The following paragraph from the *New England Journal of Education*, bearing on this very point is of interest, as showing how wide and earnest the feeling is in regard to this matter among those who have the opportunity of becoming conversant with the facts and conditions.

"All the tendencies of the day demand the classification of criminals and the discrimination between their restraint, punishment and education. Massachusetts, that

has usually led in reform methods of treating criminals, is now facing a new problem in the proposition for an intermediate industrial school for criminals, who are not tough, from fifteen to eighteen.

"More than sixty Massachusetts judges declare over their own signatures that there is no suitable place to which the ordinary juvenile offender between fifteen and eighteen can be sent. The State has done too much for her schools and her children to fail now to make suitable school provision for these youth.

"There is no better place for boys under fifteen years of age than at the famous Lyman school; there is no better reformatory for toughs and young men from eighteen upwards than at Concord; but neither is adapted to youth from fifteen to eighteen who are not professional toughs. Largely because of the testimony of the judges, it is proposed to have an intermediate industrial school for this class of boys, who need education and not punishment, a school and not a reformatory. The movement is educational and should be so regarded."

New York State ought certainly not to be behind Massachusetts in this most salutary movement.

THEY that sow in tears shall reap in joy.
He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him.—*Psalms 126:5-6.*

THE MIRROR OF LIFE

"Do you wish for a kindness? Be kind.

Do you ask for truth? Be true.

What you give of yourself, you find;

Your world is a reflex of you.

For life is a mirror. You smile;

And a smile is your sure return;

Bear hate in your heart, and erewhile

Your whole world with hatred will burn.

Set love against love. Every deed

Shall, armed like a fate, recoil—

You shall gather your fruit from the seed

That you cast yourself in the soil.

Each act is a separate link

In the chain of your weal or your woe;

Cups you offer another to drink

The taste of their dregs you shall know."

—Selected

IN THE SCHOOLS OF THE STATE

AT LARGE

Hon. William A. Wadsworth, of Geneseo, has offered prizes of \$100 and \$50 respectively for the best-kept school grounds in the State.

COUNTIES

Albany.—The principalship of the Coeymans school has been secured by R. W. Mabie, of Kinderhook. Principal Mabie is deemed a progressive school man in every respect.—Prof. E. W. Wetmore, A. M., of the State Normal College, will conduct a seminar in "Modern Applications of Electricity, Their Theory and Practice," during April and May.—A recent meeting of the Hudson River Schoolmaster's club opened with a banquet at the Hotel Ten Eyck. Dr. Elmer H. Capen, of Tufts College, was the guest of the evening, and spoke upon the theme, "Educational Portents of the New Century." The speaker, in his remarks, became an interesting prophet of the future of his calling, and was interesting in his analysis of the educational situation. The morning session was held at the Albany academy. Inspector I. O. Crissey, of the Regents' department, read a paper upon the subject of "Business Education, Its Present Condition in New York State Compared with Other Countries." As usual, he demonstrated a clear and complete understanding of his subject. He was followed by Supt. F. J. Sagendorph, of Hudson. Prin. John R. Carnell, of the Albany Business College, gave some time in answering questions of the school men. Supt. W. W. Howe, of Whitehall, spoke upon the subject of "Manual Training." He brought with him, for the inspection of those assembled, specimens of the work accomplished by the pupils of his school. Superintendent Howe believes thoroughly in such training, to render the future accomplishment of the mechanic and artisan more independent and intelligent. He was followed by Prin. Myron T. Scudder, of the New Paltz Normal school, who described the work being done by the various normal schools, and spoke of the possibilities of such training.—The current issue of *Normal Echo* contains a fine portrait of Leonard Woods Richardson, A. M., LL. D., professor of ancient languages of the Albany Normal College.

Allegany.—An educational council, composed of school men of the counties of Allegany and Cattaraugus of this State, and McKean and Cameron, of Pennsylvania, recently met at Alfred. The following program was carried out: "The Comparative Merits of College Admission by (a) Regents' Credentials, (b) High School Certificates, (c) College Entrance Examinations." The discussion was opened by Prin. L. W. Craig, of Wellsville. "The Aim of the High School Course—College or Business." Principal Mundt, of North Olean, opened this discussion. Prin. W. W. Miller, of Friendship, is president of the Council, and Prin. O. W. Wood, of Olean, is secretary and treasurer.—The residents of the town of Almond are making effort to have their

town changed from the northern to the southern commissioner's district.—Samuel J. Slawson, of Frankfort, has been elected to succeed L. W. Craig in the Wellsville school.—Miss Helen Wilson and Miss Gertrude Wagner have been elected to positions in the Wellsville school.

Broome.—Supt. D. L. Bardwell was delayed by a landslide on his return from Seattle.—Supt. W. G. Hartrauft, of the Seattle schools, in speaking of the work recently done by Supt. D. L. Bardwell as a conductor of institutes in that city says: "He is the strongest all-around man that we have ever heard in the west. He not only charmed us as a fellow-worker by his personal characteristics, but he was so intensely practical in his work that we feel paid for sending clear across the continent for such a man. His lecture on 'School Discipline' simply took the town by storm."—In reporting the school at Union, Dr. E. J. Peck, of the Regents' office, says: "I found Union school under very energetic management. All its appointments are excellent and the spirit displayed by the students gives evidence of thorough and enthusiastic work. Prin. James L. Lusk is doing very excellent work."—F. Miller Hull, son of Institute Conductor P. M. Hull, has secured the principalship of the Whitney Point school. He is a graduate of Hamilton College.—A. J. McElroy, of Remsen, has been elected principal of the Windsor school.

Cattaraugus.—Miss Carrie Harper has resigned her position at Machias to accept one at Eden. She is a Fredonia Normal graduate.—Prin. Earl J. Ackley, of Little Valley, has been succeeded by Augustus Miller, of North Collins.—The third annual meeting of the Teachers' Association of the First Commissioner District of Cattaraugus County was held in Franklinville, Friday evening and Saturday, May 10th and 11th. At this meeting there was an exhibition of school work from the various schools represented in the association, and prizes were awarded to the schools furnishing the best exhibit. A speaking contest was arranged to take place Friday evening. Saturday afternoon the association was divided into two sections, one for those teachers interested in primary and kindergarten work, and the other for those interested in more advanced work. Following is the complete program: Opening exercise; Primary section: Rational Method in Reading, Miss Florence Baxter; Advanced section: Advanced Reading, Prin. Dennis L. Moore; Primary: Busy Work, Miss Nellie Colligan; Advanced: Grading and Text-Books in District Schools, Prin. Frederick Leighton; Primary: Primary Arithmetic, Miss Alice E. Linderman; Advanced: Rhetoricals, Prin. O. E. Bloomquist. Intermission. Primary: Primary Drawing, Miss Lena L. Kelley; Advanced: Arithmetic, Miss May Fitzgerald; Primary: Primary Work, Miss Mary A. George; Advanced: Drawing in the Grades, Miss Flora L. Thrasher; The District School Teacher's Influence, Miss Ada Fisk; Spelling, Miss Jennie L. Burr; Euthusiasm as an Element in the Teacher's Success Prin. F. W. Mundt; Keeping Pupils after School, Prin. E. Wesley Taylor.

Chautauqua.—Prin. J. L. Walthart declined to be a candidate for re-election at Silver Creek. E. J. Howe, of Clarence, N. Y. has been selected in his place. Prin. Walthart is much esteemed as an educator and a gentleman.—A bill giving to the board of directors of the State Normal school of Fredonia the right to purchase additional lands for school grounds has become a law. Fredonia people are highly gratified with the successful efforts of Speaker S. Fred Nixon and Hon. Louis McKinstry of the local board for the welfare of their Normal school.—The Chautauqua County Teachers' association will meet at Dunkirk June 31 and July 1. An interesting program is being prepared.—Ripley will make an effort this year to place its school in the high school class. The work of Prin. H. J. Baldwin and a live school board are accomplishing much for the same.—Miss Helen Spaulding has been elected kindergarten teacher in the Silver Creek school.—Prin. J. S. Wright has been re-elected at Falconer; all of his teachers have been re-engaged. Prin. Wright's accomplishing splendid results and is a principal of marked ability.—Misses Mead, Skillings and Persons are new teachers in the Ripley school.—Westfield voters, four to one, decided to erect a \$35,000 school building. The growth of the school and the integrity of the work of the faculty, coupled with a progressive spirit in the town, were the factors that accomplished this result.

Chenango.—J. H. Crain has resigned his position at Mt. Upton. He intends entering the Oneonta Normal school. Principal Burdick will have charge the ensuing year.

Clinton.—Unusual preparations are being made for the opening of the Catholic Summer school at Plattsburgh in July. Some of the more eminent educators of that denomination have been placed on the program.

Columbia.—The board of education at Valatie has hired Scott Youmans as principal of their school. He has taught successfully at Coeymans.

Cortland.—At the close of a very successful institute at Homer, the teachers adopted the following significant resolutions: To Conductor Shaver we express a feeling of entire satisfaction. The scope and practicality of his instruction, his executive ability, cordial manner, dignified and sympathetic attitude toward the institute body—all call forth our highest words of praise and most sincere commendation. We congratulate Commissioners MacDiarmid and McEvoy upon the success of this institute and we pledge to them our hearty support. We shall endeavor to have the increased efficiency of our school work stand as evidence of the merit of the program which their efforts have had presented.

Delaware.—Prin. C. V. Bookout, of Whitesboro, has been elected principal of the high school at Hancock. The selection is a very good one.

Dutchess.—Prin. James Winne, of the Poughkeepsie school, has resigned his position to take effect in June. Prin. Winne is a school man of unusual worth, and has done efficient work in his position.—School Commissioner Luke D. Wymbs, of the first district, has annulled the

certificate of Irving Hicks, of Stormville, on charges preferred by a resident. It is asserted that Mr. Hicks will appeal to the State Superintendent.

Erie.—Miss Katherine Murray, of Depew, has been engaged to teach in the schools of that place.—Prin. Burt B. Farnsworth has been re-engaged at Lancaster. He is an unusually strong teacher.—Through the kindness of Com'r William E. Pierce, we have received the directory of the officers and teachers of Erie county. It is a well-prepared pamphlet, containing illustrations of buildings and portraits of school principals of the county, and is worthy of preservation. Com'r John H. Meahl is the compiler.—The teachers' association of the second commissioner's district met at East Aurora, May 4th. The following is the program: "Literature in School," Lyman Chandler, Marion C. Hunter. Laura S. Jenkins, Robert M. Pitcher, Will Moshier Clark, conductor; "The Primary School of the Future," Sarah C. Newton, Elizabeth Grant, Irene L. Bundy, Glenna M. Sackett, Lizzie Gazlay, conductor; "The True Teacher Spirit," Theo. R. Stone, L. E. Boutwell, Charles H. Meade, Carrie E. Reily, William B. Chriswell, conductor; "Nature Study," Burton L. Kester, Margaret B. Davis, Nina H. Paxson, Lelia B. Zittle, Carrie L. Train, conductor; lecture, "The Average Man," Morgan Wood; A visit to the Roycroft on invitation of Mr. Hubbard.—The women teachers of Buffalo have won important concessions in their fight for better salaries. They have secured an increase of \$100, extending over a period of five years.—Supt. H. C. Hustleby has been re-engaged at Depew at \$1,100. The attendance has increased so much that an annex has been opened.—The principals in all of the union schools in the first district are to remain in the same positions next year.—Lancaster has appropriated \$40,000 for a new school building. One new building was erected five years ago, but the schools have completely outgrown both the old and the new one. In 1892 there was an attendance of 175 pupils and three teachers. Now there is an attendance of 700 and fourteen teachers. The school population is over 900. Supt. Farnsworth's salary has been raised \$100, and he is to remain there another year, making ten years in all.—The spring meeting of the Teachers' Association of the First Commissioner District will be held at Clarence Center May 11th.—Supervisor A. F. Newland of Buffalo, and Supt. Burt B. Farnsworth, of Lancaster, attended the Genesee County Teachers' association at Batavia on April 20th. Mr. Newland spoke on "Vertical writing," and Mr. Farnsworth on "Learning boys and girls."

Essex.—Prin. A. B. Vossler has been re-elected at Crown Point. The school has advanced much under his careful and wise direction. During the year the school building has been entirely remodeled, and heated and ventilated with the Rutan-Smead system.—Prin. Haydn remains at Millsboro the ensuing year.—The institute of the second commissioner's district is to be held at Crown Point the week of May 20. Mr. Shaver, conductor, assisted by Miss Rice and Miss Collier.—Prin. E. W. Ames and his faculty have been unanimously re-elected for the year 1901-1902, at Westport. During the

summer months the walls of the various rooms in the high school are to be re-kalsomined, the woodwork and desks cleaned and varnished and needed improvements made.

Genesee.—The Genesee County Teachers' association was held in the high school building, Batavia, on April 20, with the following program: A. F. Newland, of Buffalo, spoke on "Vertical Penmanship," and S. Dwight Arms, of Albany, on "Arnold at Rugby." Supt. B. Farnsworth, of Lancaster, gave a thirty-minute talk on "Learning Boys and Girls." The closing address was given by Miss Bessie Kenyon, of Oakfield, on "Practical Hints for Teaching Physiology." On account of the stormy weather, the program was not carried out in full.—Levi C. Higley, of Elba, has been elected principal of the Shortsville high school. Mr. Higley, who graduated from the Albany Normal College in June, was formerly principal at South Byron. Shortsville is fortunate in securing the services of so valuable a man.—All of the ten union school principals in the county have been re-elected for next school year.—School Com'r Loveridge reports the average monthly wages paid teachers in the county is \$37.50.—Miss Harriet Bell has resigned her position in the Leroy high school.

Greene.—Miss Ruth W. Norton has resigned her position as principal of the kindergarten at Catskill and has accepted a lucrative one at Poughkeepsie. She is succeeded by Miss Mary Brooks, a graduate of the Albany Normal College.—The spring meeting of the Hudson River Teachers' association was held at Catskill, May 11. The following program was taken up: Address, "Relation of Teachers and Parents to Each Other," Prof. C. E. Franklin, editor *New York Education*, followed by general discussion of topic; A Vital Physical Question, Prof. A. J. Bennett, North Chatham; What are Practical Result in Reading? How Obtained, Miss Florence Wardle, Coxsackie, Miss Mary E. Wilcox, Athens; Utility of Business Arithmetic in the High School Course, Supt. F. J. Sagendorph, Hudson, Supt. T. A. Caswell, Catskill; The Essentials of Grammar Grades, Miss Elizabeth Finch, Catskill, Prin. H. G. McDonough, Athens; Points of Law All Teachers Should Know, Com'r H. I. Fish, Chatham, general discussion; Teaching of Patriotism, Miss Elizabeth F. Behler, Valatia, Miss Marion Everitt, Hudson. Com'r Orin Q. Flint is president of the association.

Herkimer.—The members of the Tri-County Educational Council met at Herkimer in April. It was an interesting session. Hon. Chas. R. Skinner was present and addressed the assembly.—Money was secured by an art exhibition given in February and from patrons interested to buy a fine collection of pictures for the Ilion high school. The aggregate of the pictures, busts, etc., is more than one thousand dollars. Surely Ilion may be proud of the enterprise of her school management.—F. J. Medden, a graduate of Cornell University and the Albany Normal College, has secured a lucrative position in the Frankfort school.

Livingston.—Miss Anna Giddings has been engaged to teach in the Nunda school.—The meeting of the teachers' association of the first com-

missioner's district was held at Avon, May 10th and 11th. The following was the program: Address of welcome, Rev. S. W. Steele; response, Pres. William W. Cone; Algebra in connection with the Arithmetic, Inspector C. F. Wheelock; Primary Number Work, Magdalena Schantz; The Cultivation of the Sense of Duty, Pres. Rush Rhees; Requirements in Geography, Inspector C. F. Wheelock; Stereopticon lecture on the Paris Exposition, Hubert J. Schmidt, Ph. D.; Truth in Mathematics, Dr. Graber; Word Study, Supt. Kennedy; Pronunciation, Merwin W. Lay; Physical Culture, Professor Schrader; Mystery in Mathematics, Dr. Graber; The Hardest Case in Fractions Made Easy, Benj. H. Dunn; Elementary Language, R. J. Campbell; Individual Instruction, Superintendent Kennedy; open discussion, Subject Matter and Methods in Elementary Geography.

Monroe.—"Uncle John" Spencer, of Cornell University, the patron saint of nature study in the schools of New York, recently had a busy day at Rochester, making five addresses. "Uncle John" is a favorite among the children, and was listened to with marked attention.—The board of education at Rochester do not indorse the plan of medical inspection in the public schools of that city.—The Rochester Training School Alumni have made a permanent organization, and elected the following officers: President, Miss Martha M. Bascom; first vice-president, Miss Ida M. Moore; second vice-president, Miss Jessie Vick; secretary, Miss Mabel Benner; treasurer, Miss Emma Allen; executive committee, Misses Edna Southwick, Edna A. Richmond, A. M. Oliver, Kittie Powers, Emma M. O'Keefe; reunion committee, Misses Edith Eichelman, Frances Meagher, J. Otis; committee on constitution, R. A. Searing, Misses T. Verhoeven, A. Karp, B. D. Van Ingen, F. O'Connor.

Niagara.—Supt. Belknap has asked for five more rooms to carry on the work of the high school at Lockport.—Dr. M. W. Stryker, of Hamilton College, recently addressed the teachers of Lockport on specialism and sympathy in education.

Oneida.—The eye test of pupils in the Rome schools has been completed. In some instances twenty-five per cent. of the pupils of a school were found to have defective eyesight, ten per cent, being bad.—The institute at Whitesboro is reported to have been one of the most successful ever held in the county.—Miss Sarah Putnam has resigned her position in the Boonville school. Miss Marianne Bayne has resigned her position as principal of the New York Mills school. She has filled the position for some time to the satisfaction of the patrons.

Onondaga.—Miss Susan Isabel Baker, a teacher in the Tully school, was married to Samuel James Clark, of Tully, recently. The bride is a graduate of the Albany Normal College.—Dr. Francis Landey Patton, president of Princeton University, was recently entertained at a dinner at the Yates hotel, Syracuse, given by the alumni of his institution residing in central New York. His after-dinner talk was upon the theme, "Purposes of Education."—R. B. Searles, of Oriskany Falls, has been elected as principal of the Jordan school. He is a graduate of Hamilton College.

Ontario.—The teachers association of the western commissioner's district have elected the following officers: President, Edward J. Rowe, Victor; vice-president, Huse T. Skirritt, Naples; secretary, J. A. Wheeler, South Bloomfield; treasurer, John C. Atwater, Canandaigua; executive committee, Dr. J. C. Norris, Canandaigua, School Com'r A. C. Aldrich, Victor, and officers of the association.

Orange.—The Orange County Teachers association met at Cornwall-on-Hudson April 27th. The following program was taken up: Address of welcome, Creswell MacLaughlin; address, "A Gentleman and a Scholar," Dr. Carlos H. Stone, Cornwall Heights; discussion, opened by Supt. J. F. Tuthill, Middletown; paper, "Music in the Public Schools," Miss Rosa Bell Chapman, Newburgh high school; paper, "Comparative Value of Ancient and Modern Languages in High School Work," Miss Grace Denton, Goshen; discussion, led by Prin. W. A. Wheatley, Chester; Symposium, "Present Educational Tendencies," Prin. S. H. McIlroy, Highland Falls, Prin. W. H. Doty, Newburgh high school, Prin. Edmund Kirby, Tuxedo, Prin. C. E. Snyder, Newburgh, Prin. G. H. Baskerville, Goshen, Prin. F. C. White, of Cornwall-on-Hudson, is president of the association. Miss Arilla May Tuthill, of Port Jervis, has accepted a position in New York.

Oswego.—The Oswego County High School Teachers' club met at Oswego recently and held a very profitable session. The following participated in the work of the meeting: Prin. C. W. Richards, president of the club, presided. One of the features of the session was the illustrated lecture given by Dr. Henry L. Taylor, of the State Regents' office, on "The Educational Exhibit at the Paris Exposition." Prof. F. E. Arthur, of Sandy Creek, spoke of "Special Features of School Management" in reference to the "Development of Character." Prof. C. D. Hill, of Oswego Falls, spoke on "School Problems." The next meeting will be held at Fulton in May.—George H. Brownell, of Pine Plains, succeeds F. E. Arthur as principal of the Sandy Creek school. He is a graduate of the Albany Normal College.—Mrs. Mabel I. Norton and Miss Harriet E. Rounds have been elected to positions in the Sandy Creek school.

Otsego.—The teachers' association of the second district met at Laurens. The principal address was given by Prof. Frank D. Blodgett, of Oneonta. The following completes the program: Supt. W. C. Franklin, on "The Teachers' Duty to Indifferent and Annoying Pupils;" discussion by Principals Dann, of Gilbertsville, and Pashley, of Burlington Flats; Principal Scott, of Milford, on "The Goodyear System of Bookkeeping;" discussion by principals Miller, of Gilbertsville, and Gano, of Edmeston, on the question: "Should Civics and United States History be Taught in the Grades?" Principal Barnes spoke on "How to Teach Sixth and Seventh Grade Pupils to Reason;" discussion by Principals Rouston, of Oneonta, and Ingalls, of Otsego; Principals Studley, of Hashtwick, Stanbro, of Morris, and Beals, of Mt. Vision, considered "Education's True Aim." The session closed with "Field Notes" by Commissioner Bolton.

Queens.—Prin. Charles H. Smith, of Sea Cliff, has resigned his position to accept one at Westchester.

Rensselaer.—Deputy Superintendent D. E. Ainsworth recently addressed the teachers of Rensselaer on "The Commercial Outlook of the United States."—Superintendent Willets, of the Troy schools, has issued an order to the grammar masters of the city to take charge of the schools which serve as the grammar school feeders, and personally inspect the work being done in the preparatory branches. The superintendent has not followed any plan practiced by other cities in making the order, and the system introduced may be regarded as experimental in character. The grammar masters, while relieved of class room duties by the new arrangement will be plunged into other work of a trying nature. They do not know what the outcome will be, but are disposed to regard the matter as one likely to result in good to the schools.—Miss Alice M. Jones, one of the teachers in the high school at Rensselaer, has resigned her position to take a course in Vassar College.

Schuyler.—The Schuyler County Teachers' association has elected the following officers: President, Prof. George Lamson, of Montour Falls; vice-president, Miss Elizabeth A. Maloney, of the Watkins high school; secretary, Miss Mattie LaTourrette, of North Hector; treasurer, Prin. Guy Catlin, of Mecklenburgh. The officers with the school commissioner form the executive and program committee. The next meeting will be called by the executive committee, and will probably be in October.

St. Lawrence.—The board of education of Ogdensburg, according to the statements of the local press, have decided to adopt the individual system of instruction for the graded schools of that city.—Miss Susan Smith has been engaged to teach in her home school at Norwood.—The third meeting of the St. Lawrence County Schoolmasters' club was held at Ogdensburg. The principal address was given by Frederick Coffyn Foster, of St. Lawrence University. An address on "Individual Instruction," was given by Supt. John Kennedy, of Batavia. Discussions by Prin. T. B. Stowell, Ph. D., of the Potsdam Normal school, Supt. Barney Whitney, M. A., of Ogdensburg, School Commissioner Edwin F. McDonald, of Massena, and Com'rs James E. Kelly and S. L. Dawley, of the Ogdensburg board of education. Prof. M. B. Hillegas, of Gouverneur high school, had charge of the section of science, and Prin. W. L. Avery, of Morristown union school, that in mathematics. The special topics in mathematics were "Algebra and Its Practicability" and the "Theory of Limits in the Teaching of Geometry." The section meetings were followed by a paper on "The Study of Physiology from the Uni-cellular Standpoint," by Prof. Warren Mann, M. A., of the Potsdam Normal school.—District No. 8, Potsdam, has been made a union free school district. It will be placed under the supervision of University of the State of New York, and will probably be graded as a high school. Principal Simpson is to be congratulated.—The training class at Brasher Falls numbers twenty-five. This is the largest training class ever instructed in St. Lawrence county.

Steuben.—F. A. Simons has been elected principal at Elmsford, near New York City.

Suffolk.—The Southampton board of education has elected J. G. Peck, of Philadelphia, N. Y., as principal for the coming year.—The following will constitute the faculty of the Bay Shore the ensuing year: Miss Becker's position will be filled by Miss Elsa M. Edgette, an Oneonta Normal graduate, who is at present teaching at East Rockaway; Miss French's position by Miss Olive M. Corbett, a Brockport Normal graduate; Miss Sand Kuhle's position by Miss Anne E. Scott, of the Oneonta Normal; Miss Hawkins' position by Miss Christobel Robinson, an Oneonta Normal graduate, who is teaching at East Rockaway; Miss Robinson's position by Miss Anna C. Brockett, a Brockport Normal graduate; Miss Pratt's position by Miss Maude C. Stephens, a Cortland Normal graduate; Mr. Loveland's position by Glenn W. Woodin, a Cortland Normal graduate; Mr. Sincerbeaux's position by Harvey C. Hayes, an Oneonta Normal graduate of three years' experience, who is at present teaching at Wassaic, N. Y.—B. R. Buckingham, of Riverhead, has been elected to the principalship of the Northport school.

Tioga.—At the Waverly Institute there was held a meeting of the Principal's Council and the following officers were elected: President, Prin. E. J. Moore, Nichols; vice-president, Prin. H. J. Walter, Waverly; secretary, J. S. Kingsley, Newark Valley.

Warren.—Supt. E. W. Griffith, of the Glens Falls schools, with his usual progressive spirit, has arranged for a series of lectures to be given by Mrs Lucretia Willard Treat, of Grand Rapids.

Wayne.—The meeting of the Wayne County Teachers' association was held at Marion, May 4. The following program was given: Address of welcome, Prin. W. C. Tift, Marion; "Reading in the Grades," Miss Mary E. Baker, Macedon; Adolescence: A Problem for the Home and School, Miss Susan F. Chase, of the Buffalo Normal school; Discipline, Prin. A. P. Burroughs, Ontario; "Question Box," conducted by Com'r Rufus N. Backus; The Teaching of Mathematics, Inspector Charles F. Wheelock, Albany, N. Y. The following are the officers: President, Prin. J. R. Palmer, Walworth; vice-president, Prin. W. J. Deans, Palmyra; secretary and treasurer, Prin. E. G. Soper, Williamson; corresponding secretary, Miss S. Robina Haskell, East Palmyra.

Yates.—The Yates County Teachers' association have elected the following officers: President, John M. Wise, Rushville; vice-president, John Herries, Jr., Branchport; secretary and treasurer, Mrs. Lizzie Lowell Hammond, Penn Yan. The next meeting of the association will be held in Penn Yan the last Saturday in May, for which occasion an interesting program will be prepared.

James Lee, associate superintendent of schools, recently addressed the "Society for the Study of Practical Schoolroom Problems," upon the subject of "Practical Teaching of Arithmetic." The talk was very favorably received.—There is a movement on foot to elevate the standard of the Normal College and lengthen its course of study.—Dr. William L. Ettinger declined re-nomination for position of president of the New York City Teachers' association. Magnus Gross was elected to the position. The other officers were re-elected.—A recent meeting of the Schoolmasters' club was addressed by Dr. John M. Milne, principal of the Geneseo Normal school, the guest of the evening. His subject was "Popular Education." Dr. Milne was very well received by the club, and his address was closely attended.—Prin. George White, of school No. 70, was recently dined at the Hotel Savoy by former pupils and graduates.—The teachers of school No. 83 were called before the board of education recently and publicly thanked for their heroic conduct during the fire that recently broke out in that building.—Supt. John Jasper has made answer to the criticisms recently made by Supt. Maxwell, of school methods in his borough. He believes Mr. Maxwell's statements are too general and too sweeping.—School No. 89 has been presented with a handsomely-framed photograph of King Leopold, of Belgium. It was a personal gift.—The Male Teachers' association held its seventh monthly supper at the Hotel Albert.—Com'r Abraham Stern was the guest of the Male Teachers' association at their recent supper at the Hotel Albert. He addressed the meeting.—The school board of Manhattan and Bronx recently gave a supper in honor of Com'r Thaddeus Moriarty. It was in recognition of his services of a quarter of a century as a member of the board. He was presented with a loving cup.—Miss Anna C. Toone, of school No. 83, died April 14th.—The New York Latin club met at the Hotel Albert May 4. Prof. Chas. E. Bennett, of Cornell University, was the principal speaker.

Brooklyn.—Miss Caroline B. LeeRow recently gave a strong address before the Public Education association on the "Voice as an Element in Education."

Queens.—The new school buildings to be erected in Queens Borough, under the recent appropriation by the board of estimate for fifty schools, are as follows: New building, public school No. 80, Pearsall street, Long Island City, fourteen class rooms; No. —, Kaplan avenue and Horton street, Jamaica, nine class rooms; No. 75, Bleeker avenue, Metropolitan, sixteen class rooms; No. 40, Woodside, four class rooms; Addition to No. 73, Maspeth four class rooms, and new building, for high school, Academy street, Long Island City, 1,000 pupils.

GREATER NEW YORK

Manhattan.—In appreciation of Pres. Miles M. O'Brien's efforts to establish a public high school of Commerce, a dinner was given in his honor at the Hotel Savoy.—The all-absorbing interest of the Greater New York school fraternity has been centered in the charter revision law.—Dr.

AMONG THE COLLEGES

COLGATE UNIVERSITY

Junior week has just closed, and the festivities have been of a delightful character. Pleasant informal companies at the fraternity houses were arranged for Tuesday evening, and the glee club concert on Wednesday evening was a de-

cided success. The musical organizations have been under the training of Professor Daniels, of Utica, and have just closed the most successful concert tour in their history.

The Grout prize contest occurred on Thursday evening. This is a contest in oratory between members of the junior class. The first prize was awarded to Mr. Samuel Howard Archer, for his oration on "The Disfranchisement of the Negro;" the second, to Mr. George Burton Marston, who spoke on "The Silver Anniversary of Abdul Hamid II."

On Friday morning at eleven o'clock, the Patrons' Day oration was delivered by Rev. George C. Lorimer, D. D., of Boston. His theme was "The Celt and the Saxon," and he discussed it in a most entertaining manner. Dinner was served in the gymnasium at one o'clock with speeches by President Merrill, Dr. Lorimer, Gardner Colby, Esq., of New York, Dr. A. Wayland Bourn, of Gloversville, Dr. Ford, of Utica, and Mr. James C. Colgate. The junior promenade in the evening closed the formal events of the week.

Prof. John Mason Tyler, of Amherst College, delivered the Brooks lectures on "The Relation of Religion and Science," before the University this year. Professor Tyler's lectures were on "Evolution" and were well received.

Under the efficient direction of Coach Delaney, much hard work is being done in track athletics, and Colgate hopes to make a good showing at the intercollegiate meet, which is to be held on Whitnall field this year.

VASSAR COLLEGE

Founder's Day was commemorated this year on April 26th with an address by Prof. George Herbert Palmer, of Harvard. His subject, "Teaching as a Fine Art," proved a most interesting one to all present.

On Saturday, April 13, Dr. Nicholas Murray Butler, of Columbia University, lectured under the auspices of the Teachers' club. His subject was "Some Tendencies in Education."

Mr. J. Wells Champney gave a very entertaining and instructive talk on "Pastels and Pastellists" one afternoon.

On April 22 President Taylor delivered an address before the Cambridge club in a symposium on the "Worth of Woman's Education."

In the proceedings of the New York Conference of Religion, there is a paper by Dr. Taylor on "Education by Church and School in Social Righteousness."

Professor Bracq delivered a lecture in Philadelphia before the convention of Baptist ministers on "Recent Thought in France."

Professor Dwight has recently completed a geological map of Dutchess county, representing the different strata in colors. This map was made for the State Geological Survey, and is to be used in the preparation of a new geological chart of the State of New York. Professor Dwight is regarded as an authority upon the geology of Dutchess county, and his map is the result of twenty years' careful examination.

The Vassar museum has recently received a valuable gift from Professor Osborn, an eminent paleontologist. It comprises a series of speci-

mens from Wyoming, Nebraska and South Dakota, illustrating the evolution of the horse. The specimens are portions of the jaw bones and teeth of horses in successive geological periods.

The Mary Richardson and Lydia Pratt Babbott Fellowship has been awarded for next year to Miss Elizabeth Hazelton Haight, '94, who will study Greek at Cornell University.

The graduate scholarships have been awarded the following members of the senior class: Miss Elsie Cole, Miss Cowley, Miss Hubbard, Miss Stephenson and Miss Storke.

CORNELL UNIVERSITY

The New England and Trunk Line Passenger associations have tendered to the Cornell University, summer session, July 5 to August 16, 1901, reduced excursion rates of one and one-third fares for the round trip on the certificate plan. The excursion rate to Buffalo and the Pan-American Exposition from Ithaca is \$3.

PLATTSBURGH NORMAL SCHOOL

A strong recommendation for the work and policy of Prin. Hawkins is shown in the fact that he is able to place his graduates, almost without exception, in good positions. And better, in their post-graduate experiences as teachers they have been unusually successful. To the visitor to this institution the reason is very evident. The whole policy of the management shows itself in earnest work and accomplishment rather than in pet ideas, new schemes, and theories. The model school is perfectly organized, and the seniors engaged as tutors each have eighty weeks of active, earnest teaching. In methods, the theory is put to actual test by the individual pupil, and becomes a part of his teaching capital. We look upon this institution as exceedingly well organized and conducted.

Principal Hawkins assisted in teachers' institutes in Westchester and Dutchess counties during the week April 29 to May 3. Later he will attend the meeting of New York State Normal School Principals.

Among the pleasant events at the Normal during the last month we particularly note the visit of Prof. J. E. Young, superintendent of schools in New Rochelle, and E. C. Markham, assistant editor of *New York Education*.

Part of the senior class have already secured positions for the coming school year. We mention Miss Agnes Feeney in Greater New York, Miss Kelley at Tuckahoe, Miss White and Miss Wilcox at Greenwich, and Miss Lasell at Chatham.

Commencement exercises will occur June 25th. It is expected that the alumni reunion will be one of particular interest. Howard J. Rogers will deliver the annual address.

IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has granted college graduate certificates to the following-named persons: Alice Lattin, Cattaraugus, Cornell University, 1897; Harriet Louise Jones, Jamestown.

Wellesley College, 1891; Lotta Alice Casler, Little Falls, Smith College, 1896; Edward Edwards, jr., Troy, Williams College, 1894; William L. Felter, Brooklyn, College of the City of New York, 1883.

For wilful omission and refusal to enforce the provisions of the compulsory education law, Superintendent of Public Instruction Hon. Charles R. Skinner has withheld from the following school districts one-half the public school moneys to which they are otherwise entitled: District 4, Niskayuna, Schenectady county; district 7, Marlboro, Ulster county; district 1, Marlboro, Ulster county; district 5, Marlboro, Ulster county; district 2, Gardiner, Ulster county; district 11, Plattekill, Ulster county.

DECISIONS IN APPEALS

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Charles M. Throop and others as trustees of union free school district No. 1, town of Schoharie, county of Schoharie, v. Seward E. Tennant as school commissioner, first commissioner district of Schoharie county. Appeal from an order and decision of the commissioner made June 23, 1900, denying the application of the appellants and certain other residents in said district and school districts Nos. 6, 7 and 10 of the town of Schoharie and school district No. 2, towns of Schoharie and Middleburgh, for the dissolution of districts Nos. 2, 6, 7 and 10, and uniting the territory thereof to union free school district No. 1. Appeal sustained, the order of the commissioner vacated and the commissioner directed to again consider the application, make the necessary orders to carry the same into effect.

Ezra W. Carter v. William P. Thomson, Kate J. Martin and Belle Van Olinda, teachers in Egberts high school, in the city of Cohoes. Appeal from the action of the board of education of the city of Cohoes in dismissing charges presented by him to the board against said teachers in preventing his daughter, Murta L. Carter, from graduating as a pupil from the Egberts high school, in such city, in the year 1899. Appeal sustained and the decision of the teachers' committee of the board of education and the board adopting the same vacated and set aside; that Miss Carter was entitled to, and did, graduate at the graduating exercises in June, 1899, and was entitled to receive her diploma, signed in accordance with the precedents established by usage on the part of the board by the president thereof, the superintendent of schools of the city, and the principal of the Egberts high school.

Henry S. Mott and Samuel Robbins v. Board of Education of union free school, district No. 4, town of Huntington, Suffolk county, from certain resolutions adopted by the board of education suspending Henry Robbins, Harry Mott and Fred Ketcham from such school, or that they be permitted to return to the school at once and submit to such punishment as the principal may see fit to inflict, and resistance to such punishment would constitute cause for their immediate and final expulsion from the school. Also, that the board most heartily recommended to the prin-

cipal that the punishment inflicted be a good sound thrashing administered with some flexible substance that will hurt but not permanently injure. Appeal sustained and the resolutions appealed from vacated and set aside and the board ordered, without condition or conditions precedent, to admit such pupils and each of them into the school of the district.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements May, 1901

Academic fund grants. Owing to unusually large drafts this year for books and apparatus, it became necessary, April 1, to limit the apportionment for each individual school to \$250, the amount fixed by statute after this year. April applications largely exceeded those of previous years. It is deemed wise, therefore, to withhold the grants usually made the first of June, July and September till the close of the fiscal year, when we shall know definitely just what applications are to be met and can pay all pro rata from the funds then available; to make no allowance from the academic fund for gifts other than money; to limit to \$25 for junior and middle schools, to \$50 for senior and high schools, the amount the State will give annually for pictures, and to approve only those publications from plates at least 14x18 inches, which are generally recognized as satisfactory in quality and price.

Public library grants. Hereafter no allowance will be made in public library grants for gifts other than money.

Express. Many principals now fail to prepay express charges on packages sent to the administration and high school departments. This is specially true of examination boxes returned from the schools. As we have no funds available with which to meet these charges, we are forced to request the principals to exercise more care in this respect.

Professional credentials. There will be a fee of 25 cents for each law, medical, dental, veterinary student, academic equivalent, business or college registration certificates issued after April 30, 1901, either on examination, on an equivalent or on a partial equivalent.

Publications. Special rates for university publications are discontinued, but a discount of twenty per cent. is given on orders of ten or more copies of any publication, the cost of transmission to be met by the purchaser.

Transportation and fees. Borrowers should return all home education material that weighs over fifty pounds by freight, local cartage prepaid. The former fees for traveling libraries will be restored on all applications received after April 30, 1901, viz: \$2 for twenty-five books and \$1 for each additional twenty-five. Transportation will be paid by the university, with the exception that local cartage, and freight or express charges on extra shipments, must be met by the borrower. Transportation, except on extra shipments, of small photographs, lanterns and lantern slides, will be paid by the university. Fees on all applications received after April 30, 1901, will be as follows: For each fifty photo-

graphs or fifty lantern slides or less, \$1 for each month or fraction thereof; for a lantern with screen and attachments, \$2 for each month. Transportation of wall pictures will be paid by the university. The fee is \$1 for each picture. This entitles schools to the picture for the academic year or fraction thereof; libraries may keep the picture for six months.

All traveling books and pictures lent to schools and clubs are to be shipped to the university before July 1 of each year, except by permission, which should be secured in advance.

Public libraries. April 8 the Pruyn library, a branch of the Albany Y. M. A. library, was opened to the public in a handsome new building costing \$20,000, and erected by Mrs. William G. Rice, in memory of her father, J. V. L. Pruyn, who for many years before his death was chancellor of the University of the State of New York. The library stands on the site of the house in which Chancellor Pruyn was born.

April 9 the building of the Newark, N. Y., free public library was dedicated by exercises in the Newark opera house. This building, costing, with furnishings and decorations, \$25,000, was given by Henry C. Row, of Evanston, Ill., in memory of his parents, whose home was on the spot now occupied by the library.

Library for the blind. The library for the blind has sent out during April 128 books and 29 pieces of music. The New York State library has recently published and will immediately put into circulation the following books, which have never before been printed in New York point:

James Bryce's "Gladstone."

Sarah Orne Jewett's "The queen's twin."

Edward Everett Hale's "Man without a country."

John Muir's "An adventure with a dog and a glacier."

Francis Parkman's "Frontenac and New France under Louis XIV."

Helen Dawes Brown's "Little Miss Phoebe Gay."

The last was printed as a gift of Mrs. James G. Boemer, of Yonkers, N. Y.

[EDUCATIONAL EXHIBIT AT PAN-AMERICAN

PREPARED BY DR. HENRY L. TAYLOR, REGENTS' DEPARTMENT

At the suggestion of Prin. Charles H. Warfield, president of the Associated Academic Principals of the State of New York, the following summary is given of the efforts to secure space at the Pan-American Exposition of 1901 for an appropriate exhibit of the educational system of the State of New York.

November 14, 1900, there was a conference held in the Department of Public Instruction with Dr. Selim H. Peabody, superintendent of liberal arts at the Pan-American Exposition. The purpose of the conference was to discuss the question of New York State's exhibit, and as a result of the conference three items were definitely recommended to Dr. Peabody:

1. That the Paris exhibit be secured for the liberal arts section under the jurisdiction of Dr. Peabody.

2. That the Paris exhibit be supplemented by additional material to perfect the display, and that the whole be the national exhibit in education.

3. That the New York State Commission be requested to afford facilities for an educational exhibit by the State, to more fully exemplify New York's educational system.

In a circular letter, dated November 25, 1900, regarding the educational exhibit at the Pan-American Exposition, Dr. Peabody stated that the limitation of space assigned to the department of liberal arts and therein to the section of education, made it imperative that the educational exhibit be strictly electric in its construction; that the exhibit would be installed as a great mosaic illustrative of education in the United States, each element placed in its grade with its relationship to the other elements of the picture; that in the Columbian Exposition of 1893 the State of New York had for its educational exhibit nearly as much space as that assigned in the Pan-American Exposition to the whole department of liberal arts and more than four times that which can be occupied for education; that the success of the educational exhibit from the United States at Paris was everywhere recognized and that arrangements were perfected by which such of these exhibits as had been returned to America would be installed at Buffalo; that some of the educational exhibits at Paris would be sent to take part in other expositions or deposited in collections on the other side of the water; that as soon as it was known what vacancies would occur the space thus provided would be assigned to others.

December 22, the superintendent was unable to determine what exhibits would be available from Paris, and in the uncertainty he came to the Syracuse conference of the Associated Academic Principals to explain the conditions and to provide for aid in case of emergency. At the Friday morning session of the Associated Academic Principals a report was presented by the special committee, to which the question of New York's exhibit at the Pan-American Exposition had been referred. They presented resolutions pledging the assistance of the principals in the preparation of an exhibit for the State of New York in secondary and superior instruction, and at the same time authorizing their executive committee to assume the responsibility of work with the superintendent and any others interested in the exhibit. About the same time a committee was appointed by the New York State Council of Grammar School Principals to confer with the superintendent and to render assistance.

About the middle of January, Dr. Peabody was able to write that the educational exhibits from Paris, which were at Manchester, were promised.

This left him only the possibility of applying the omissions by the donations on the other side of the water and the refusals to exhibit at the Pan-American.

The middle of March, through an inspection of the university, definite information was received concerning the space at the disposal of the University of the State of New York. A proposition was submitted to condense certain exhibits of the Paris Exposition and assign the units gained thereby to the committees appointed by

the Syracuse conventions with a view to presenting, through the committees, an exhibit from the colleges and high schools of the State. Replying to this proposition, it was stated that it was contrary to the policy in the management of the educational exhibit at the Pan-American to grant space to any committee, that the management was dealing entirely with individuals, and that no good reason appeared for making an exception to the rule, but that there were many good reasons why no deviation should be made.

Thus it appears that education at the Pan-American Exposition will be based on the exhibit made at Paris in 1900; that the entire space will be utilized as an exhibition of the school system of the United States, and that the school system of New York State will be as fully displayed as available space will permit.

NEW YORK STATE

UNIFORM EXAMINATIONS

HELD

Thursday and Friday, April 11 and 12, 1901

Each of the questions has 10 credits assigned to it, except where otherwise specified.

CIVIL GOVERNMENT

Questions.

1. a) How are presidential electors elected? b) How many did this state have in the last election?
2. How is treason defined in the constitution of the United States?
3. The constitution provides that congress shall convene a) how often; b) when?
4. a) Mention two duties of a supervisor. b) What is his term of office?
5. State the conditions of eligibility to the office of governor of this state as to a) citizenship; b) age; c) time of residence.
6. Mention a class of cases over which the Supreme court of the United States exercises a) original jurisdiction; b) appellate jurisdiction.
7. Which one of the executive departments of the United States government has control of a) the census bureau; b) the pension bureau; c) the weather bureau?
8. Name the two principal sources from which the national government derives revenue.
9. How many a) senate districts in the State of New York; b) assembly districts?
10. Mention three county officers who are required to give bonds.

Answers.

1. a) The United States constitution provides that presidential electors of each state shall be chosen as the respective legislatures of each state shall determine. They are chosen by the voters of their respective states at an election held on the first Tuesday following the first Monday in November of the presidential years. b) Thirty-six.
2. "Treason against the United States consists only in levying war against them or in adhering to their enemies, giving them aid and comfort."

3. a) Once each year; b) on the first Monday in December.

4. a) He meets with the other supervisors of the county as a board of supervisors. He receives from the county treasurer the public school money due his town and disburses it as the law directs. (Other answers accepted.) b) Two years.

5. a) He must be a citizen of the United States; b) at least thirty years of age; c) a resident of the state five years next preceding his election.

6. a) In all cases affecting ambassadors and other public ministers and consuls and those in which a state shall be a party, the Supreme court has original jurisdiction. b) In all cases not mentioned in a the jurisdiction is appellate, such as cases of admiralty and maritime jurisdiction and others.

7. a) The Interior department; b) the Interior department; c) the Agricultural department.

8. Tariffs and internal revenues.

9. a) 50; b) 150.

10. Sheriff, treasurer, surrogate, superintendent of the poor, and in some counties the county clerk.

SCHOOL LAW

Questions.

1. a) What are the limits of legal school age? b) What is the amount of a district quota?
2. Mention two ways of voting at school meetings on propositions involving the expenditure of money.
3. What parts of the plan for a new schoolhouse must be approved by the school commissioner before the schoolhouse shall be built?
4. a) How often is the pay of a teacher due? b) Mention two sources from which the money is derived with which to pay the teacher.
5. Give three reasons for which a teacher's certificate may be revoked.
6. How may a teacher be legally hired who is related to the trustee a) for a common school district; b) for a union free school district?
7. Who has the power in a common school district a) to establish rules for the government and discipline of the school; b) to prescribe the course of studies; c) to adopt text books?
8. Mention two officers upon whom orders may be given for teachers' salary.
9. What is the length of time a child is required to attend school between a) 8 and 12 years of age; b) 12 and 14; c) 14 and 16?
10. Mention two ways in which a vacancy in the office of trustee may be filled.

Answers.

1. a) Five and twenty-one years; b) \$100.
2. By ballot and by recording the ayes and noes.
3. The plans as to heating, lighting and ventilating.
4. a) As often as at the end of each calendar month. b) From public money apportioned by the state and from money raised by taxation of the property of the school district.
5. 1) For immoral conduct; 2) for failure to complete a term of school, for which contract

has been made, without a valid reason; 3) for failure to attend an institute as required by law.

6. a) By a two-thirds vote of those present and voting on the question at an annual meeting of the district or at a special meeting called for that purpose; b) by the consent in writing of two-thirds of the board of education. Such consent should be entered upon the proceedings of the board.

7. a) Board of trustees; b) board of trustees; c) the legal voters duly assembled in an annual meeting.

8. Supervisor of the town and the treasurer or collector of the school district.

9. a) Between the first day of October and the first day of June following, as many days as the public school where such child resides is in session; b) eighty days and the remainder of the time school is in session, unless such child is legally employed; c) when the public school is in session, unless the child is legally employed.

10. By a special meeting of the school district. By appointment by the school commissioner if the vacancy is not filled within thirty days after it occurred.

METHODS AND SCHOOL MANAGEMENT

Questions.

1. In teaching geography should natural or political features be presented first? Why?
2. Outline briefly a good plan for a child's first lesson in reading.
3. Should examples of false syntax be given pupils for correction in a) language work; b) the study of technical grammar? c) Give reasons for your answers.
4. Give two reasons why it is not wise to train pupils to solve examples in advanced arithmetic, early in school life, even if it can be done without great difficulty.
5. Give a good plan for the use of a school-room library.
6. Mention the two subjects that should receive the most time and attention in a) the primary school; b) the grammar school. c) Give reasons for your answers.
7. a) In a schoolroom what is the smallest amount of window space in proportion to floor space that is considered allowable? b) Name three conditions that would demand an increased proportion of window space.
8. a) How may you distinguish between slow pupils and dull ones? b) How should the treatment of the two classes differ?
9. a) What are the advantages of much written work in school? b) What are the disadvantages?
10. Give reasons for or against recesses.

Answers.

1. a) The natural feature should be made the subject of elementary language in the earlier grades before the child is old enough to comprehend political features. b) More interest can be created in studying natural features that the child can see and represent in sand or clay than in studying the political features.

2. a) Win the child's confidence—by conversa-

tion about things he can talk of, by showing him things he will tell or ask about. b) Ascertain his power of expression and use this as a guide. c) Discuss whatever is to form the subject of his first lessons. (If the question is understood to refer to the first lesson after the child is ready for actual reading, an answer giving the phonic, word, or sentence method will be credited.)

3. a) No; b) yes; c) at the period of studying language the child is imitative and he would be too much inclined to use the false form; in the grammar grades he has sufficient power of reasoning to analyze the errors and correct them.

4. a) The time should be devoted to memory training with a view to accuracy and rapidity. b) The power of reasoning is feeble; this work should be postponed until it can be done with less effort.

5. a) Reference books, including dictionary, gazetteer and cyclopædia; supplementary readers sufficient for all grades treating the subjects of geography, history, nature and fable; fiction and poetry. b) The reference books should be accessible and convenient for use at all times. The supplementary readers should supplement the regular grade readers and topics should also be selected from them that may be correlated with other lessons. The fiction may be given to emphasize a particular line of school work; it may be used as a reward or when lessons are completed, or may be made a part of the study of literature. Poetry may be used for memory work, recitations and readings, or paraphrasing—some poems also have specific uses in the different classes mentioned above. Under certain regulations books should be allowed to be taken home by students and patrons, if not actually needed in the regular school work.

6. a) Language based largely on nature study, and reading—to develop expression and observation, to acquire a vocabulary and lay a foundation for intelligent work in the grammar grades. b) English with a view to cultivating a taste for good literature, and mathematics—to prepare for the life culture and self education, to develop reason, and for utilitarian purposes. (Answers will vary)

7. a) From one-tenth to one-fourth of the floor area; the square root of the length multiplied by the breadth by the height. b) More in town than in country; more in narrow than in wide street; more in lower than in higher stories.

8. a) In the slow pupil the mental activity is of less than average rapidity; in the dull pupil it is of less than average accuracy. b) The slow pupil needs time and some extra incentives to work; the dull pupil needs to have his tasks lightened and explained—he may also need extra encouragement.

9. a) Cultivates penmanship and all features of composition, particularly the formation of expression. b) It may be slovenly done—both the literary and the mechanical features of compositions may suffer, penmanship be injured.

10. a) In primary grades children should not be confined for more than an hour without recess or physical exercise of some kind; the time may vary from ten to twenty minutes. b) In grammar grades one fifteen minute recess during each half-day session is sufficient, and even this with proper ventilation and calisthenics may be dispensed with.

PHILOSOPHY AND HISTORY OF EDUCATION

Questions.

Answer 10 and only 10 of the following questions:

1. Name two prominent Roman educators, and state an important idea advocated by each.
2. Give a brief sketch of the life of Fenelon, and name two of his important educational works.
3. What was the prominent feature of the Lancasterian or monitorial system of schools once extensively adopted in England? Give an advantage and a disadvantage of this system.
4. What two purposes should always be kept in view in object teaching?
5. a) What mental faculty is chiefly cultivated by the system of education in China? b) What constitutes the principal material for study by the Chinese after learning to read?
6. What was the distinctive plan of teaching Latin practiced by Roger Ascham? Name a distinguished pupil of his.
7. a) In what branches of education did the Saracens excel? b) Name two countries of Europe in which the Saracens exerted an important influence during the dark ages. c) Give the location of one of their prominent universities.
8. Give a brief account of the educational work of Comenius.
9. What are the two principal educational values to be secured in the study of arithmetic? How do the educational values affect the methods of teaching?
10. Compare the licensing of teachers in this state, fifteen years ago with the present system, as to a) preparation of examination questions; b) marking of answer papers; c) results of the change in the system.
11. Give some of the prominent features of the educational work of Thomas Arnold, Horace Mann, or David P. Page.

Answers

1. a) Quintilian—abolition of corporal punishment, teacher should be of irreproachable character, public schools are preferable to private schools, amusements should be educative, the forms and names of letters should be learned simultaneously and by the aid of playthings. b) Seneca—the office of teacher is most important, but few studies should be given, the individuality of the child should be studied and his education should aim to correct evil tendencies. (Credit is also given for Cicero, Varro, Plutarch and Marcus Aurelius.)

2. a) A. Frenchman of the 17th century, refined and gentle, but firm and conscientious; for ten years he was at the head of the Convent of New Catholics, in which position he won fame and admiration. Later he was preceptor to the grandson of Louis XIV. He was a disciple of Comenius and a prophet of Pestalozzi. b) Any two of the following—Education of girls, Telemachus, Dialogues of the dead, Fables.

3. a) One teacher took charge of a large school,

teaching the older pupils, who in turn taught the younger ones. b) Advantage—allowed one teacher to take charge of a greater number of pupils, was less expensive, gave the older pupils a drill on what they had learned. Disadvantage—the instruction of the younger pupils was unprofessional and necessarily poor, authority was given to those too immature to exercise it wisely.

4. a) To cultivate the senses—particularly to quicken observation and to develop expression. b) To relate the instruction with the object to the whole scheme or plan of the subject treated. (Answers will vary.)

5. a) Memory. b) Translations and compositions, belles-lettres and essay writing, classics of Confucius on the duties of social and political life, Chinese history.

6. a) Double translation—the teacher construes the Latin into English and parses, then the student both construes and parses it again; later the student again translates the Latin into English and, “pausing an hour at least,” translates his own English into Latin. b) Queen Elizabeth or Lady Jane Grey.

7. a) Mathematics and sciences. b) Spain, and France, Italy, Germany or Austria. c) Cordova, Salamanca or Bagdad.

8. A Moravian, born in the 16th century, he was a student of Ratke, Bacon and other educators. He was the first innovator and devoted his life to popular education. He wrote twenty books and taught in twenty cities. His *Orbis Pictus* was the first illustrated text-book, and his *Great Didactic* forms the basis of present school systems.

9. a) Utility and mental discipline. b) In working for utility, accuracy and rapidity are sought; only practical examples are given. In working for mental discipline, reasons must be taught and analyses accurately given. (Answers will vary.)

10. a) Then prepared by the commissioners, now by the Department of Public Instruction. b) Marked by the authority preparing them. c) Uniformity, better scholarship, more professional teachers, general elevation of the school system.

11. Any one of the following:

Thomas Arnold revolutionized the system of public school teaching in England. He encouraged games, he led the movement against exclusive classicism and was instrumental in the introduction of mathematics, science and history; he was a firm believer in self government.

Horace Mann, as a member of the Massachusetts legislature and afterwards as secretary of the state board of education, was instrumental in establishing the first normal schools in this country, and in promoting the general interests of public education. He taught that “the property of a commonwealth is pledged to the education of all its youth.”

David P. Page was a warm personal friend of Horace Mann. He taught district school and afterwards high school in Massachusetts; in the winter of 1844-45 he became principal of the Albany Normal school, which position he held until his death, some three years later. Here he did his great educational work, leaving a marked influence upon not only this school, but the whole normal school system. He was famed as a lecturer, and is the author of “Theory and Practice of Teaching.”

READING

Questions.

If Fortune with a smiling face,
 Strew roses on our way,
 When shall we stoop to pick them up?
 To-day, my friend, to-day.
 But should she frown with face of care,
 And talk of coming sorrow,
 When shall we grieve, if grieve we must?
 To-morrow, friend, to-morrow.

—Mackay.

Each of the following questions has 20 credits assigned to it.

1. What truth is taught in this selection?
2. a) Define emphasis. b) Mark five words in the first four lines of the above selection that should be made emphatic.
3. a) Define inflection. b) Mark two rising and two falling inflections in the first four lines of the selection.
4. Mention two cases of contrast of thought in the selection.
5. a) What is a rhetorical pause? b) Locate the rhetorical pauses in the following selection. c) Which is the most important one?

There, in his dark, carved oaken chair
 Old Rudiger sat dead!

Answers.

1. Accept every opportunity for enjoyment, but put aside all sorrow.
2. a) Emphasis is a particular stress of utterance given to one or more words in order to make their significance more impressive.
 b) If *fortune* with a smiling face,
 Strew *roses* on our way,
 When shall we stoop to pick them up?
 To-day, my friend, to-day.
3. a) Inflection is a modulation or change in the pitch of the voice. b) (See 2 b.)
4. Any two of the following: (1) A smiling face—face of care. (2) Strew roses on our way—frown with face of care and talk of coming sorrow. (3) Stoop to pick them up—grieve.
- 4) To-day—to-morrow.
5. a) A rhetorical pause is one made to bring out more clearly the meaning of the selection, and has no reference to grammatical pauses.
 b) There | in his dark carved oaken chair |
 Old Rudiger sat | dead!
 c) The last one.

AMERICAN HISTORY

Questions

1. a) What object did Hudson have in view in his voyage which resulted in the discovery of the Hudson river? b) What first attracted the Dutch to the region discovered by Hudson?
2. What territory did a) France lose as a result of the French and Indian war; b) England gain?
3. a) Name four prominent British generals taking part in the revolutionary war. b) Mention an event in which each was a prominent actor.
4. a) Describe the method by which the states ratified the constitution after its formation

and adoption by the convention. b) How many states had to adopt the constitution before it went into effect?

5. Name three slave states that were not affected by the emancipation proclamation.
6. a) What was the first great battle of the civil war fought in the west? b) Mention the final victory that gave the Union control of the Mississippi river.
7. a) Locate the fight between the Merrimac and the Monitor. b) Who invented the Monitor?
8. Give the boundaries of the United States at the adoption of the constitution.
9. a) What section of the United States was opposed to the war of 1812? b) Give one of the chief causes of this war.
10. Give approximately the date of the resumption of specie payments. What had made such action advisable?

Answers.

1. a) A shorter passage to China and India. b) Trade with the Indians, especially in furs.
2. a) All of her territory in America with the exception of two small islands in the Gulf of St. Lawrence, which were kept to dry fish on. b) All the French possessions east of the Mississippi river, except New Orleans and Canada; also Florida, which was ceded to her by Spain.
3. a) Burgoyne.
 Howe.
 Clinton.
 Cornwallis.
- b) Surrender at Saratoga.
 Battle of Long Island.
 Battle of Monmouth.
 Surrender at Yorktown.
 (Note. Other answers accepted.)
4. a) It was ratified by conventions held in the several states at the call of the respective state legislatures. b) Nine states.
5. Any three of the following, viz: Delaware, Maryland, West Virginia, Kentucky, Tennessee, Missouri, parts of Virginia and Louisiana also, were not affected.
6. a) The battle of Shiloh.
 (Note. Fort Henry and Fort Donelson will also be accepted.)
 b) Vicksburg.
7. a) In Hampton Roads, near Norfolk, Virginia. b) John Ericsson.
8. North: Canada and the Great Lakes.
 East: Atlantic ocean.
 South: Florida.
 West: Mississippi river.
9. a) New England and New York states. b) Impressment of American sailors.
10. 1879, during Hayes' administration. As the prosperity of the country increased, its paper money rose in value until it reached par. Then the government was ready to pay coin for all its notes, and specie payment was resumed.

PHYSIOLOGY AND HYGIENE

Questions

1. What is the purpose of a) the curvature of the spinal column; b) its flexibility? c) What causes its elasticity?
2. Mention a) a voluntary muscle; b) an involuntary muscle; c) an intermediate or partially voluntary muscle.

3. Is it advisable to take a bath a) soon after eating; b) when very tired; c) when feeling chilly? Give reasons for your answers.
4. How is the action of the heart affected by the use of alcohol?
5. State the difference between veins and arteries as to a) walls; b) valves; c) course of the blood.
6. Describe the lungs as to a) location; b) structure.
7. a) Mention two causes of impure water; b) name two ways in which such water may be made purer.
8. Bile is secreted a) by what; b) from what; c) for what purpose?
9. a) Describe the lining of the alimentary canal. b) What digestive fluids are secreted within this canal?
10. By what simple experiment can it be shown that the air breathed out contains a) water; b) carbonic acid gas?

Answers.

1. a) The curvature of the spinal column gives beauty to the form and strength to the bony framework of the body. It also assists in the formation of cavities for important internal organs and protects the brain from the shock of sudden falls or missteps; b) to permit the body to bend in almost any direction. c) The pads or cushions of cartilage between the vertebrae.

2. a) Biceps, triceps, deltoid; b) muscles of the stomach, blood-vessels, and intestines; c) diaphragm and the muscles that move the eyelids. (Other answers accepted.)

3. a) It is not advisable to take a bath soon after eating, because the bath diverts the blood from the digestive organs; b) not advisable, because the body is in a state of exhaustion, therefore proper reaction will not take place; c) if very chilly, a hot bath just before going to bed would be likely to prevent taking a "cold," and for a strong, healthy person a cold bath might be beneficial, as the reaction would impart warmth to the body.

4. It increases both the number and force of the heart's pulsations. This rapid action of the heart cuts short its periods of rest and consequently produces serious heart-exhaustion.

5. a) The walls of the veins contain a smaller quantity of muscular and elastic fibres than those of the arteries, and a larger proportion of firm connective tissue; hence, veins are less elastic and less contractile than arteries, but more compressible; b) veins have valves but arteries have none; c) arteries carry the blood from the heart, and veins carry it to the heart.

6. a) The lungs, two in number, are located in the thoracic cavity and separated from each other by the heart and its great blood-vessels, and by the larger air-tubes; b) the lung-substance consists of the bronchial tubes and terminal air-cells, with the capillary blood-vessels ramifying about them.

7. a) Inorganic impurities result from water flowing through lead pipes; organic impurities are found in well water that has filtered through polluted soils, and water from rivers that receive the sewage of cities, also in water impure from stagnation. b) By boiling, by proper filtration, by distillation, and by aeration.

8. a) The liver; b) the blood; c) to aid in the digestion of food.

9. a) It is lined with a delicate but firm tissue known as the mucous membrane. b) Intestinal juice and gastric juice.

10. a) If we breathe upon a mirror or window-pane, the watery vapor given off by the lungs becomes condensed upon the surface of the glass. b) If the breath is blown through a glass tube into a jar of clear lime-water, the contents of the jar will be changed to a cloudy white liquid, due to the carbonate of lime formed.

GEOGRAPHY.

Questions

1. a) What circle or circles mark the boundaries of each zone? b) What determines the location of these circles?
2. What is a) a glacier; b) a watershed; c) a river system? d) Locate one of each.
3. Name and locate a) the largest city of Mexico; b) the largest city of South America; c) the largest four cities of the United States; d) the largest two cities of the world.
4. Name two republics, two absolute monarchies, and four limited monarchies of Europe; and give the title of the chief ruler of each.
5. Give the location of Africa's a) richest mineral section; b) richest agricultural section. c) Name an important city or town and two important products of each section.
6. a) Name two leading products of Australia. b) What parts are most productive?
7. In laying a cable from San Francisco to Manila. a) what islands belonging to the United States would naturally be way stations? b) About how long would this cable be?
8. Name and locate five peninsulas on the coast of Asia.
9. On what water is each of the following cities located: a) Oswego; b) Jamestown; c) Poughkeepsie; d) Ithaca; e) Plattsburg?
10. Name and locate four principal cities of Canada.

Answers.

1. a) The North Frigid zone is bounded by the Arctic circle, the North Temperate zone by the Arctic circle and the Tropic of Cancer, the Torrid zone by the Tropic of Cancer and the Tropic of Capricorn, the South Temperate zone by the Tropic of Capricorn and the Antarctic circle, and the South Frigid zone by the Antarctic circle. b) The fact that the axis of the earth is inclined $23\frac{1}{2}$ degrees to the plane of its orbit.

2. a) A glacier is a vast stream of ice which descends from the lower edge of the perpetual snows; b) the line of separation between adjacent basins, from which the streams flow away in opposite directions; c) a river system drains all the land which forms its basin. d) The Mer de Glace in Switzerland, the Muir glacier in Alaska; the Rocky mountains and Appalachian mountains are watersheds; the Mississippi river system. (Other answers accepted.)

3. a) City of Mexico, situated in the south-central part, inland; b) Buenos Ayres, in the eastern part of the Argentine Republic, on the Rio de la Plata; c) City of New York, situated

in the south-eastern part of the State of New York, on Hudson river, East river and New York bay; Chicago, in the north-eastern part of Illinois, on Lake Michigan; Philadelphia, in the south-eastern part of Pennsylvania, on Delaware river; St. Louis, in the eastern part of Missouri, on the Mississippi river; d) London, in the south-eastern part of England, on the Thames; City of New York, in the south-eastern part of New York, at the mouth of the Hudson.

4. France and Switzerland are republics, and their chief ruler is styled President. Russia is an absolute monarchv. and its chief ruler is called Czar. Limited monarchies—British Empire, ruler styled King and Emperor; German Empire, Kaiser; Belgium, King; Italy, King. (Other answers will be accepted.)

5. a) The southern part; b) the Nile valley. c) In southern part, Kimberley—products, diamonds, gold; in northern part, Cairo—products, wheat, barley, cotton.

6. a) Gold and wool. b) Southern and eastern parts.

7. a) Hawaiian Islands and Guam. b) About 6,500 miles.

8. Arabian peninsula, Hindoostan, and Malay peninsula on the southern coast, Corea and Kamchatka on the eastern coast.

9. a) Lake Ontario, Oswego river; b) Chautauqua outlet; c) Hudson river; d) Cayuga lake; e) Lake Champlain.

10. Montreal, in Province of Quebec, on St. Lawrence river; Toronto, in Province of Ontario, on Lake Ontario; Ottawa, in Province of Ontario, on Ottawa river; Quebec, in Province of Quebec, on St. Lawrence river.

that which is adapted to the purpose and to arrange it under a suitable outline.—(Hill.)

2. a) An outline is a general plan of the subject to be written about. b) A paragraph is a section or sub-division of a subject which relates to a particular point, whether consisting of one or several sentences. c) A theme is the subject or topic to be discussed or written about. Or, it is the main thought running through a composition. More loosely, it is a short composition written as a school exercise.

Answers to 3, 4-8, and 9 will vary. Consult a good text-book, e. g., Hill's Elements of Rhetoric and Composition.

10. a) Forgive and pardon both signify to remit punishment that is due, but to forgive is an act of Christian charity, while to pardon is an act of clemency; the former is an act that is confined to no condition, the latter is peculiarly the act of a superior. He who has the right of being offended has an opportunity of forgiving the offender. He who has the authority of punishing the offence may pardon. b) Confess and acknowledge both denote the making known to others what relates to one's self; acknowledge is more general in its application and is used either in matters of indifference or in those slightly blameworthy; confess is used mostly in such matters as are criminal. To acknowledge is usually a voluntary act; a confession is often called out by the questioning of others. c) Herd is usually applied to the larger animals, as cattle; flock, to smaller animals, as sheep or birds. d) A house is a structure intended or used for a dwelling or shelter; a habitation is the dwelling which is occupied.

ENGLISH COMPOSITION

Questions

1. In treating a subject for composition what is a) first step; b) second step?
2. What is meant by a) an outline; b) a paragraph; c) a theme?
3. Using one of the following subjects, prepare an outline for a composition of at least three paragraphs: The last presidential campaign; The old and the new; "I told you so!"
- 4-8. Write a composition using the outline made in answer to number 3.

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, i. e., the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

9. Select from each paragraph of your composition the principal or topic-sentence.
10. Distinguish between the following synonyms: a) *forgive* and *pardon*; b) *confess* and *acknowledge*; c) *herd* and *flock*; d) *house* and *habitation*.

Answers

1. a) The accumulation of material relating to the subject by which to explain, illustrate or enforce the subject. b) The arrangement of the material—i. e., to select from the mass of material

BOOKKEEPING

Questions

1. Explain the following: * / c. #. ✓, c / o. 1st. B. B., F. O. B., inv., O. K., inst.
2. Define: a) acceptance; b) bill; c) capital; d) discount; e) insolvency.
3. a) Name five necessary parts or items in a promissory note. b) Distinguish between a negotiable and a non-negotiable note. The following items are taken from the books of the Warsaw Lumber Company, of Warsaw, N. Y.:
 July 2, 1900. Sold J. W. Montgomery on account, 4 M extra cedar shingles @ \$3.15, 3 M matched pine @ \$22, 17 bunches lath @ 20c. Sold Fred Pierce on account, 4½ M extra cedar shingles @ \$3.15. Sold W. D. Martin for cash, 1 piece 1¼"x16½"x14', 24 ft. Georgia pine @ \$40 per M. 2 pieces 6"x8"x12'. 96 ft. hemlock @ \$16 per M.
 July 3. Sold Warsaw Knitting Mill on account, 42 pieces 1"x3½"x16', 196 ft. spruce @ \$20 per M, 74 ft. O. G. strips @ 2c. per linear foot, 20 ft. band moulding at 1½c. per linear foot. Cash sales \$24.80.
 July 5. Warsaw Knitting Mill returned 13 pieces 1"x3½"x16', 61 ft. spruce @ \$20 per M. J. W. Montgomery paid cash on his account \$60. Purchased of Rum-bold & Company, Tonawanda. 20 M

hemlock @ \$12. 100 M cedar shingles @ \$2.50, and gave our note at 90 days with interest. Warsaw Knitting Mill paid cash in full on transactions of July 3 and 5. Received from cash sales \$96.50. Paid freight \$8.75; hauling lumber, 4 days, \$14.

4. Write note mentioned in transaction of July 5.
5. Make out, in proper form, a bill to W. D. Martin of his purchase on July 2, and receipt the same as bookkeeper of the Warsaw Lumber Company.
- 6-7. Using proper abbreviations and conventions, enter all transactions upon day-book and cash-book, respectively; or, if double entry is preferred, enter the transactions in the journal.
8. Post all items which should appear in ledger.
9. Balance cash-book and ledger accounts; or, if double entry has been used, balance the ledger.
10. Give rule for finding loss or gain.

Answers

1. a) Account; b) number of pounds; c) posted; d) care of; e) $1\frac{3}{4}$; f) bill-book; g) freight on board; h) invoice; i) correct; j) this month.

2. a) The act of accepting a draft by writing across its face "Accepted," the date and acceptor's name. b) An itemized statement of goods sold or services rendered. c) Money or property of any kind invested in business. d) An allowance made for payment of debt before it is due; the sum deducted from a bill or draft. e) The condition of one who is not able to pay all or any of his debts.

3. a) Date, face, name of payee, name of maker, time of note. b) Negotiable note bears the words "or bearer" ("or order"). Non-negotiable is payable only to payee.

DAY BOOK

WARSAW, N. Y., July 2, 1900

1900 July		DR.		
2	J. W. MONTGOMERY,			
	To 4 M extra cedar shingles	\$12 60		
	@ \$3.15.....	66 00		
	3 M matched pine @ \$22.00	3 40		
	176 lath @ 20c.....			\$82 00
2	FRED. PIERCE,			
	To 4½ M shingles @ \$3.15....			14 18
3	WARSAW KNITTING MILLS,			
	To 106 feet spruce @ \$10.00....	\$3 92		
	74 ft. O. G.-strips @ 2c.....	1 48		
	20 feet molding @ 1½c....	30		
				5 70
5	WARSAW KNITTING MILLS,			
	By 61 feet spruce @ 20c.....			1 22
	J. W. MONTGOMERY,			
	By cash.....			60 00
	RUMBOLD & CO., (Tonawanda)..			
	By 20 M Hemlock @ \$12.00....	\$2 40		
	100 M shingles @ \$2.50....	2 50		
				490 00
		DR.		
	To Note @ 90 da.....			490 00
	WARSAW KNITTING MILLS,			
	By Cash in full of account..			4 48

CASH BOOK		DR.	CR.
1900 July			
2	W. D. Martin	\$2 50	
3	Mdse.....	24 80	
5	J. W. Montgomery.....	60 00	
	Warsaw Knitting Co.....	4 48	
	Sales.....	90 50	
	Freight.....		\$8 75
	Cartage.....		14 00
	Balance.....		165 53
		\$188 28	\$188 28

LEDGER

DR.		J. W. MONTGOMERY		CR.	
1900 July					
2	To Mdse. 1	\$82 00		5	By Cash. 1
					\$60 00
					22 00
					\$82 00

FRED PIERCE

1900 July					
2	To Mdse. 1	\$14 18			
				Balance.	\$14 18

WARSAW KNITTING MILLS

1900 July					
3	To Mdse. 1	\$5 70		5	By Mdse. 1
					Cash. 1
					\$1 22
					4 48
					\$5 70

RUMBOLD & COMPANY

1900 July					
5	To Note 90 days 1	\$490 00		5	By Mdse 1
					\$490 00

4. \$490.00. WARSAW, N. Y., July 5, 1901.
Ninety days after date we promise to pay to the order of Rumbold & Company, Tonawanda, N. Y., Four Hundred Ninety Dollars, value received with use.

WARSAW LUMBER COMPANY.

WARSAW, N. Y., July 2, 1900.

5. W. D. MARTIN
To WARSAW LUMBER Co. Dr.
To 24 ft. pine @ \$40.....\$.96
96 ft. hemlock @ \$16.....1.54
\$2.50

Received payment,
WARSAW LUMBER COMPANY.
(per R. D.)

10. The gain or loss is the difference between the proprietor's net credits (or investments) and his present worth.

DRAWING

Questions

Note. Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler. The measure of all work shall be at least one inch.

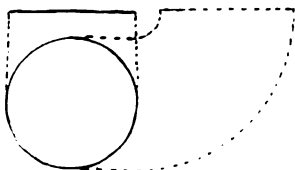
1. a) How does the distribution of color on a morning glory blossom differ from that on a cowslip? b) Name two sources from which the idea of the spectrum colors may be gained.
2. Construct an angle of sixty degrees and bisect the same.
3. Make a drawing to show the plan, the front and the side elevation of a circular card placed parallel to the horizontal plane.
4. Approximate the measurements of the room in which you sit, and draw the front elevation of one of its doors, placing panels, etc; scale $\frac{1}{8}"$ to 1'.
5. Sketch freehand to represent a group consisting of a square prism, a sphere, and two square plinths. Shade.
6. Draw a diagram of the desk or table at which you sit, locating accurately the position you occupy. Scale $\frac{1}{2}"$ to 1'. If no desk or table is at hand, draw the one nearest, and locate your position.
7. Using block letters, write your name. Use initials, giving surname in full.
- 8-9. a) Sketch a right cone, altitude 3", diameter of base $\frac{1}{2}"$. b) Add such lines as may be necessary to represent a church with steeple, and balance by outlines of foliage.
10. Copy sketch.



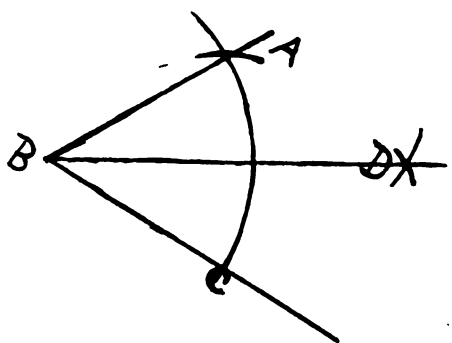
Answers

1. a) In the morning glory blossom either analogous, or dominant harmony is found. The cowslip is an example of flat coloring. b) Rainbow, oil on water, soap bubbles, light passed through a prism, etc.

3.



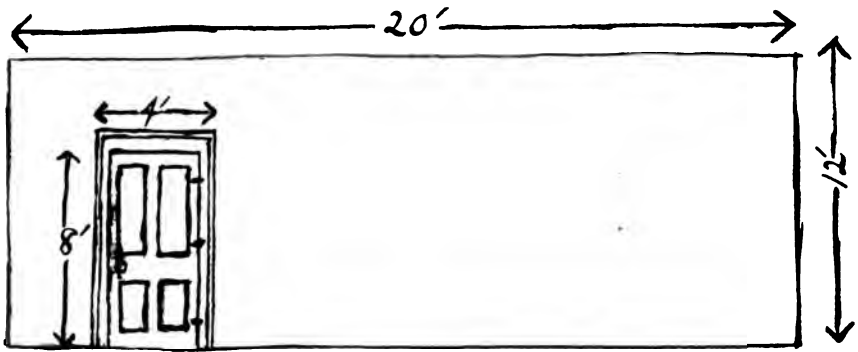
2.



ABC is an angle of 60° .

ABD is an angle of 30° , or $\frac{1}{2}$ of 60° .

4



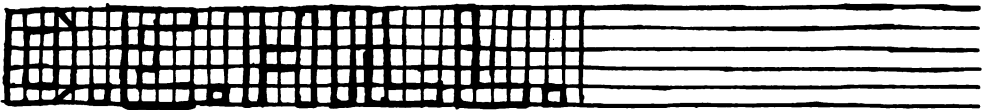
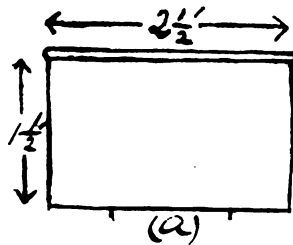
Scale $\frac{1}{8}" \times 1'$

5. Sketches will vary.

6. Scale $\frac{1}{2}" \times 1'$.

a) My position

7. Make foundation lines *very* light.



8-9. a)

b) Sketches will vary.

10. Copy sketch.



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PHYSICS.

Questions

1. Explain the cause of the motion of a common rotary lawn sprinkler.
2. Why will a vessel draw more water in Lake Ontario than in the Atlantic ocean?
3. With one fixed and one movable pulley, what power will sustain a weight of 100 pounds?
4. Distinguish between the rates of vibration of the vocal cords of a bass singer and of a soprano singer.
5. Give an illustration of a) diffused light; b) saturated solution; c) tenacity.
6. Give two uses of the barometer.
7. Illustrate by a diagram and describe the action of the suction pump, or lifting pump.
8. Explain the principle of electric heating.
9. What kind of a surface is best a) to absorb heat; b) to radiate heat; c) to reflect heat?
10. a) What are the essential parts of the telegraphic sounder? b) Describe one of these parts.

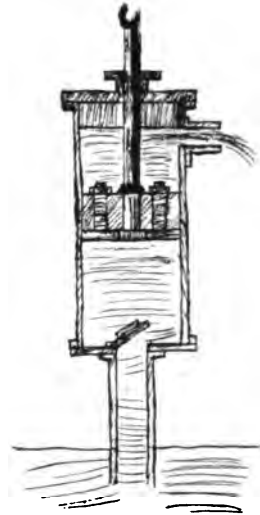
Answers

1. Action and reaction are equal, the pressure which forces water out of opening reacts in opposite direction on arm of sprinkler.
2. Floating bodies displace their own weight of water. The water of Lake Ontario being lighter, the vessel will displace more.
3. 50 pounds.
4. Those of a soprano singer are more rapid.
5. a) Light falling on piece of drawing paper.
- b) When so much salt is dissolved in water that the water will hold no more, it is called a sat-

urated solution. c) Wire resists attempts to pull it apart.

6. Measure altitudes and forecast weather.

7. Piston is drawn through cylinder exhausting air, pressure of atmosphere forces water into cylinder where it is held by valve; piston is sunk in water by means of valve, and action repeated.



8. Electric current is passed through medium of great resistance and heats medium.

9. a) Black rough surface; b) rough surface; c) white smooth surface.

10. a) Electro-magnet, armature; b) electro-magnet is coil of soft iron wound with insulated wire, through which is passed an electric current.

GRAMMAR

Questions

- 1 Washington was offered a command when there was little to bring out the unorganized resources of the continent but his own influence, and when authority was connected with the people by the most frail, most attenuated, scarcely discernible threads; yet, vehement as was his nature, impassioned as was his courage, he so restrained his ardor, that he never failed continuously to exert the attracting power of that influence, and never exerted it so sharply as to break its force.

The first six questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjective clauses; d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following

order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6 In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7 Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or passive voice.

8 In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select four subordinate clauses and state what each modifies.
2. Select two infinitives and give the syntax of each.
3. To what part of speech does each of the following belong: *a) there* (line 2); *b) unorganised* (line 2); *c) as* (line 7); *d) so* (line 8); *e) that* (line 8)?
4. Give the syntax of *a) command* (line 1); *b) little* (line 2); *c) influence* (lines 3 and 4).
5. Classify all the verbs except the last in the first seven lines, as transitive or intransitive, and state which are in the passive voice.
6. Select five different adverbs, classify and state what each modifies.
7. Give all the singular and plural forms of the following: news, chrysalis, analysis, solo, peas, foci, phenomena, pennies, genius, politics.
8. Write a sentence whose predicate has as attribute *a) a pronoun*; *b) a clause*; *c) an infinitive*.
9. Give the syntax of the nouns in the following sentences: "He remained a month." "They believed the crime to be a felony."
10. Give an example in sentences of a clause used as *a) a subject*; *b) an object of a verb*; *c) an object of a preposition*.

Answers

1. "There was little," adverbial, modifies *was offered*; "authority was connected," adverbial, modifies *was offered*; "nature was vehement," adverbial, modifies *restrained*; "courage was impassioned," adverbial, modifies *restrained*; "he never failed and never exerted it," adverbial, modifies *restrained*. (Any four.)
2. *To bring out*, adjective modifier of *little*; *to exert*, adverbial modifier of *failed*; *to break*, adverbial modifier of *sharply*. (Any two.)
3. *a)* Adverb (introductory adverb or expletive); *b)* adjective; *c)* conjunction; *d)* adverb; *e)* conjunction.
4. *a)* Objective case, a retained object with a verb in the passive; also called an idiomatic object, an adverbial modifier, or a noun without grammatical construction; *b)* nominative case, subject of *was*; *c)* objective case, object of the preposition *but*.
5. *Was offered*, transitive, passive; *was*, intransitive; *to bring out*, transitive; *was connected*, transitive, passive; *was*, intransitive.
6. *When*, conjunctive adverb of time, modifies *was offered*; *there*, an introductory adverb, independent (idiomatic); *out*, adverb of place, modifies *bring* (idiomatic); *when*, (line 4), conjunctive adverb of time, modifies *was offered*; *most*, adverb of degree, modifies *frail*; *most*, adverb of degree, modifies *attenuated*; *scarcely*, adverb of degree, modifies *discernible*;

so, adverb of degree, modifies *restrained*; *never*, adverb of time, modifies *failed*; *continuously*, adverb of time or manner, modifies *to exert*; *never* (line 9), adverb of time, modifies *exerted*; *so*, (line 11), adverb of degree, modifies *sharply*; *sharply*, adverb of manner, modifies *exerted*. (Any five different ones.)

7. Singular nominative. Plural nominative.

news	chrysalides or chrysales
chrysalis	analyses
analysis	solos or soli
solo	peas or pease
pea	foci or focuses
focus	phenomena
phenomenon	pennies or pence
penny	geniuses or genii
penny	politics
genius	

8. *a)* It is *he*. *b)* Things are not always *what they seem*. *c)* To learn the art of being content is *to realize* a chief condition of our being happy.

9. *Month* is objective case. Some grammarians call it "an adverbial objective," i. e., a noun in the objective case used adverbially (having the force of an adverb or adverbial phrase), others say it is the object of a preposition understood. *Crime* is objective case, the subject of the infinitive *to be*. *Felony* is objective case, a "predicate objective" of the infinitive *to be*; a predicate objective is in the same case as the subject of its verb.

10. *a)* *That he is honest* is shown by this. *b)* We know *what master laid thy keel, what workmen wrought thy ribs of steel*. *c)* He was in earnest in *whatever he undertook*.

ARITHMETIC.

Questions

1. Define *a)* factor; *b)* ratio; *c)* prime number; *d)* discount.
2. What number divided by 847 will give a quotient of 30.7 with a remainder of 9?
3. *a)* Find the value of $(4+3 \times 7+10 \div 2) \times 8 \div 4$.
b) Four commercial men leave New York on the first day of April. They make their trips in 3, 4, 8, and 12 weeks respectively. On what date will all of these men first meet again in New York?
4. What is the cost of 40 planks each 16 ft. long, 8 in. wide, $2\frac{1}{2}$ in. thick, at \$23 per M board measure?
5. Find the proceeds of a 6 months note for \$350 given February 1, discounted at bank today.
6. A man insured his house for 4-5 of its value. He was allowed 35% of the policy for damage by fire and received \$2,100. What was the value of the house?
7. Find the interest on \$1 for 7 months and 19 days at 3%.
8. Divide \$4.20 into parts that are to each other as 2-3, 4-5 and 1-0.
9. A square field contains 40 acres. What will it cost to fence it at \$.60 a rod?
10. *a)* The area of a triangle is 16 sq. in. and its altitude is 10 in. What is its base? *b)* The diagonal of a square is 20 ft.; find the area of the square.

CURRENT TOPICS

Questions

1. Write briefly on the principal events of the public service of the late Benjamin Harrison.
2. Name an important measure that has been considered by the present state legislature *a)* applying to the state; *b)* to the city of New York.
3. *a)* What important event recently occurred in the Philippines? *b)* why is it regarded important?
4. State briefly the views of President McKinley on two important subjects as expressed by him in his inaugural address.
5. *a)* What congressional investigation was conducted recently at West Point? *b)* what have been the results of that investigation?
6. What two things have contributed largely to the reputation of Andrew Carnegie?
7. State *a)* the approximate length of Queen Victoria's reign; *b)* two of its prominent characteristics; *c)* the title of her successor.
8. *a)* Give the location of Manchuria; *b)* show in what way it is now the subject of international discussion.
9. State the cause of the present trouble between this country and Venezuela.
10. What important political event has recently occurred in Australia?

Answers

1. His principal public services were those he rendered as governor of the state of Indiana. United States senator from that state, president of the United States, and an officer in the civil war.
2. *a)* Any of the principal tax measures. (Others may be given.) *b)* The revised charter. The police bill. (Others may be given.)
3. *a)* The capture of Aguinaldo. *b)* Because he was considered the leader of the revolutionary forces.
4. Answers will differ.
5. *a)* An investigation into alleged cruelty in connection with the practice of hazing. *b)* The voluntary abandonment of hazing by the cadets, and the enactment of a law by congress forbidding it.
6. His wealth and his philanthropy.
7. *a)* 64 years. *b)* The development of democratic principles of government. Elevation in the morals of her government and subjects. *c)* Edward VII.
7. *a)* North-eastern part of Chinese Empire. *b)* The Russian government apparently wishes to control it as a part of her sphere of influence in the Orient, particularly to give her advantage at the terminus of the Trans-Siberian railroad, and the other powers object.
9. American capitalists have large mining interests in Venezuela, and there have arisen differences between them and that government relative to their respective rights.
10. The confederation of all the colonies.

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Answers

1. a) One of the numbers multiplied together to produce a number; b) relation between numbers; c) one whose only factors are itself and unity; d) deduction from face value.

2. 26011.9.
3. a) 60. b) September 14.
4. \$24.53.
5. \$343.47.
6. \$7500.00.
7. .019 1-12.
8. \$1.80, \$2.16, \$30.
9. \$192.00.
10. a) 3.2 inches; b) 200 sq. ft.

ALGEBRA

Questions

1. A can do a piece of work in m days, B in n days. How many days will it take A to finish the work alone after both have worked a days?
2. By the process of factoring find the highest common factor of x^2+6x+9 , $x^2+8x+15$, and $7x+21$.
3. Simplify $10x - \{ 3x - [-4x - (-2x + 3x)] \}$.
4. Reduce $\frac{x^2+xy}{x-y} \div \frac{x^2-y^2}{(x-y)^2}$ to its simplest form.

5. Given $x+y+z=9a$, $3x+2y+z=10a$, $2x+3y+2z=14a$.

Find the value of x , y and z .

6. Find the 10th term of $(a-c)^{12}$ using the binomial theorem.
7. Solve $ax^2-2bx=c$ for the values of x .
8. Express without negative or fractional exponents the quantities a) $3x^{-4}y^{\frac{1}{2}}$; b) $2b^{-\frac{1}{2}}$.
9. The perimeter of a rectangular floor is 130 ft., its area is 1000 sq. ft. What are its dimensions? (Statement only required.)
10. Find the value of $2\sqrt[3]{363}-5\sqrt[4]{243}$.

Answers

1. $mn-an-am$
2. $(x+3)^{12}$
3. $2x$
4. $\frac{x}{x^2+y^2}$
5. $x=2\frac{1}{2}a$, $y=-4a$, $z=10\frac{1}{2}a$.
6. $-220a^2c^2$.
7. $x = \frac{b + \sqrt{ac+b^2}}{a}$ or $\frac{b - \sqrt{ac+b^2}}{a}$.
8. a) $3\sqrt[3]{\frac{y}{x^4}}$; b) $\frac{2}{\sqrt{b}}$
9. Let x =length and y =width, then $2x+2y=130$ and $xy=1,000$.
10. $-23\sqrt[3]{3}$

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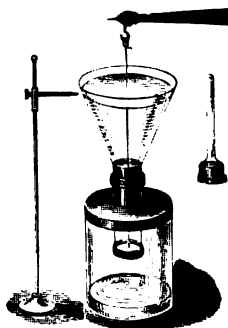
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PENFIELD, N. Y.—Have accepted position at Penfield, N. Y. Enclosed find money order in part payment of bill. F. S. PERRY, Syracuse, N. Y., April 8, 1901.

PASSAIC, N. J.—I am not sure that I reported to you that we have engaged Miss Harvey, a candidate recommended by you. She is giving good satisfaction. Thanks for your assistance. F. E. SPAULDING, Supt. of Schools, April 9, 1901.

HANCOCK, N. Y.—Allow me to say that I appreciate your efforts to secure me a position and shall be glad to recommend your agency to my friends. I have been registered with three agencies and have been most satisfied with yours. MINNIE A. GRAHAM, April 9, 1901.

LORRAINE, N. Y.—I thank you for your treatment of me in the past, and if in the future I desire the help of an agency, I shall look to you as one who endeavors to serve the best interests of those who register with you. EDGAR S. PITKIN, April 12, 1901.

WELLSBURG, N. Y.—I arrived in Wellsburg last evening and attended a meeting of school board. It resulted in my election. Many thanks for your assistance. VOLNEY E. BRAMAN, April 13, 1901.

MEXICO, N. Y.—I thank you very kindly for the work you have done for me, and I shall keep myself enrolled in your agency. WM. S. COVERT, April 14, 1901.

BOSTON, MASS.—I wish to thank you for your constant interest in my case. I shall recommend your agency to those of my friends who may wish to secure a position. BEATRICE PICKETT, April 26, 1901.

JEFFERSON, N. Y.—We voted last evening to engage Mr. Abercrombie, Miss Dewey and Miss Cook, all recommended by your teachers' agency. M. S. WILCOX, May 1, 1901.

DELHI, N. Y.—I have received the appointment to the position at Delhi. Thank you very much for your kind efforts in my behalf. ELEANOR A. BAKER, May 1, 1901.

HANCOCK, N. Y.—We have selected Miss Barnes to fill vacancy. Sent you telegram to-day to notify her to report for duty here next Monday. J. W. KIRKPATRICK, May 2, 1901.

GROTON, N. Y.—Our Board last evening elected Miss Edna M. Heath as training class teacher. I thank you for your frank and efficient services. CHAS. S. WILLIAMS, Prin., May 4, 1901.

ANTWERP, N. Y.—I desire to thank you for the valuable acquisition to our faculty you sent us in the person of Miss Robertson. J. C. TROLAN, Pres. of Board, May 4, 1901.

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CONTENTS FOR JUNE

Nature Study and School Work	SUPT. DARWIN L. BARDWELL
Ways and Means	SUPT. T. H. ARMSTRONG
"School Men of the Hour"	HON. W. I. BUCHANAN
	DR. JAMES M. CASSETY
"The Best to Be Found"	Exchanges
"For the School Room"—Physiology in Intermediate Grades	<i>Intelligence</i>
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"School Boards"—Some Considerations for Teachers	<i>President Seerley</i>
The Other Side	<i>Journal of Education</i>
Editorials	
In the Schools of the State	
State Department and Regents' Offices	

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JUNE, 1901

No. 10

APPLICATION OF NATURE STUDY TO PUBLIC SCHOOL WORK

SUPT. DARWIN L. BARDWELL, BINGHAMTON, N. Y.

I.

ALL will agree that if the state is to maintain public schools and require attendance it will rightly demand that the best citizenship be realized. Can nature study give something toward the development of the best citizenship, which no other study can so well give? I believe that it can, and therefore, nature study forms an integral part of the course of study in the Binghamton schools. The sub-committee on nature study in its report to the Committee of Nine of the Science Teachers' Association of the State of New York, in 1898, made an admirable statement along this line. Mrs. Comstock and Mr. Wilson, were both members of that sub-committee. Those interested in the discussion are recommended to a perusal of this report as published in the proceedings of that year. In my own discussion I shall presuppose the necessity of realizing a gain which nature study offers in three directions.

First—Training and control of sense, perception, muscle and brain.

Second—The acquirement of definite knowledge which shall be of value in the pursuit of other studies and in arousing an interest in and sympathy with the world about one.

Third—The laying of a good foundation

for the enjoyment of the best that literature and life have to give.

II.

The question now is, how shall this be worked out? In the first place self activity on the part of the pupil is fundamental. His own eyes must be used to see, his own ears to hear, his own hands to handle, and his own brain to think. So-called nature study readers will have a place, but it is a second place. Such readers, provided they furnish good literature and accurate information, two essentials not always found, will have their place, but they must never under any circumstances take the place of the self activity above mentioned.

Again, the material acquired and information obtained and power gained must be deliberately used in other school

work. Composition and language lessons must be intelligently planned on the basis of the nature study work. Drawing especially will aid the eye to see correctly and the brain to draw accurate conclusions, if the exercises in drawing are carefully planned. In geography, too, the information gained from nature study lessons will play a prominent part. Indeed, the particular line of work to be taken in the nature study hour will often be controlled by the



SUPT. D. L. BARDWELL

questions arising in the geography class. Literature also will have side lights thrown upon its true interpretation and deeper meanings from nature study. But these results are never realized except as careful and intelligent planning compels the realization.

The third consideration is the selection and arrangement of the material. No arbitrary selection and no fixed arrangement can be made. The report of the sub-committee of the Science Teachers' Association above referred to has recommended an excellent arrangement. This can be found in the report of the Science Teachers' Association for 1898, published by the University in November, 1899, but the Committee of Nine of this association in its general report made one year ago, and published in Bulletin number 7, under date of April, 1900, makes this comment: "The outline of topics prepared by the committee on nature study and published in the proceedings of this association for 1898, if used in the light of the discussion which accompany it, is a suggestive and sufficient summary of the best subjects and involves the most fruitful exercises for the purposes of nature study in the grades."

This shows that even the Committee of Nine recognizes the impossibility of any cast iron course in nature study.

The chairman and third member of that committee was Mr. Charles B. Scott, formerly of the Oswego normal school, and later of the schools of Porto Rico. Now it so happens that Mr. Scott and Mr. Wilson have each issued a book on nature study. Mr. Scott's book is exhaustive in certain directions, and is extremely valuable and suggestive. He has given in this book a graded course in nature study, covering the eight years prior to academic work. Only in the most general way can the course which he lays down in his book be said to correspond with the course recommended by the committee of which he was chairman. Mr. Wilson's little book is suggestive and helpful, but the parallelism between the work which he lays down in his book and that recommended by his committee, would not stand the test of parallel columns.

III.

Under these circumstances I hope to be forgiven if I depart a little from the course

laid down by any one of these excellent authorities. Let me here state what seems to me three essential conditions upon which must largely depend both the selection of material for nature study work and its arrangement.

First—The nature, tastes, age and surroundings of the pupils, and the demands of other studies which they are taking up at the same time.

Second—The training, powers and resources of the teacher.

Third—The natural selection of the locality and season of the year.

IV.

Let me next call attention to the lines of work in nature study which are imperative if the results already indicated in this paper are to be realized.

First—Earth study: The varying phenomena of sunshine and cloud, bright days and dark days, rain, fog, dew, frost, ice, snow, and hail should be noted as the weather demands. The amount of ignorance concerning even the apparently evident truths relating to these phenomena on the part of those who are supposed to know the most about them is surprising. Little children even in the primary grades will eagerly talk about these things, are eagerly receptive for the further information if it is not technical, and rapidly become intelligent and thoughtful along these lines. This is moreover an easy point of attack, both for teacher and pupils. The ease with which people talk about the weather, even when they cannot engage in any other topic of conversation, is proverbial.

Winds: Gentle breezes and heavy storms, the shifting of clouds as evidences of upper currents of air even when the air is absolutely still at the surface of the earth open wider fields and suggest larger things. The color of the clouds on clear days as compared with their color before the approach of a thunder storm or at sunset delight and please.

The temperature: Taken out doors from day to day and the maximum temperature of each day together with the approximate time of it pave the way for a study of seasons later. The comparative length of the day and night at different seasons is easy and interesting. The length of the shadow cast at noon at different times of the year

or, what amounts to the same thing, the marking on the floor of the school room, the northern most limit of the area of sunshine let in from a south window at noon compared month after month compels further study and opens up greater possibilities respecting the marvelous phenomena of the changing seasons in this latitude.

The study of the soil and nature's process for making the soil is possible in any school whose building is surrounded by a little yard or near an unpaved street. This leads to a variety of interesting discussions respecting valleys, mountains, and earth sculpture through the agency of water. The direction which further study along this line will take is too evident to need further statement.

Some are objecting that this work is geography and not nature study. Very well, we shall have no quarrel about a name. That this work needs to be done, but that it is too often neglected, will I think be granted by all who are conversant with the actual work done in schools. "A rose by any other name would smell as sweet," and each person is at liberty to give his own name to the work just outlined, but let not the work be neglected, neither let the form or name take the place of a substance. A rose made out of tissue paper is no more exasperating than is the form of nature study without its substance.

Second—The study of life: This will naturally divide itself into two parts: the study of plants and the study of animals. Personally I prefer to take up the study of plants first. The reasons, however, for this preference I will not stop to mention. During the first year of the child's life in school after he has passed the kindergarten he should study in a very rudimentary fashion a few simple and common plants as wholes. This will give him a familiarity with a few fundamental facts respecting plant life and turn his natural tendency to inquiry into fruitful channels. Every school room should, if possible, contain during the winter months a few potted plants. These should be cared for, not by the teacher or the janitor, but by the children in turn under the direction of the teacher. Thus the foundation is laid for thoughtfulness and responsibility to care for that which is unable to care for itself.

Next may naturally come the study of the germination of a few large and

common seeds, like the bean and the pumpkin. This will link itself at once with the work which is being done at the same time and by the same pupils in their study of rain, dew, sunshine and storm. Thus a few of the fundamental principles respecting germination and growth are acquired. There is no study of technical parts or the using of technical names. Nothing is said about cotyledons or plumule or radical. The children just see the plant unfold under conditions which are proper and for which they are responsible. Naturally following this will come some simple devices of nature for the scattering of her own seeds: for instance, the milk weed, the dandelion, the maple. Barriers over which seeds cannot pass may come here or it may be left until the geography knowledge is more extended. This leads naturally to the study of common trees, both forest, shade and fruit. The interesting phenomena attending the changes of vegetation with the shifting seasons will be noted. The study of our common cereals, grasses and vegetables opens up the field in the third or fourth year for an intelligent discussion of products and industries in geography. As a more advanced study and therefore coming later should come the inquiry into the habitat and habits and an acquaintance with a few of the more common wild flowers, to be followed by a study of fertilization in connection with the study of insects.

The other section of the study of life is the study of animals. This may well be introduced by a short study of a few of the children's pets or other domesticated animals.

Following this and after a little study of trees, grasses and cereals should come the study of a few of our native birds. I am very well aware that the proposition to study birds frightens many teachers, but my experience goes to show that the fright is quite needless and that it arises from an erroneous conception of the work to be done. There is scarcely a school house in the state so situated as to make a little valuable and intensely interesting work of this kind quite possible. If nothing more is done than to learn the names and habits of a few inhabitants of the trees, such as the robin and the sparrow, together with the awakening of a lively interest in birds and in appreciation that they are things of

life and joy and deserve the protection of their human associates, efforts in this direction will be amply repaid. All this is, I know, entirely possible. For two or three years past a pair of birds have raised their young in a nest so near the window of one of the school buildings in the city of Binghamton that a grown person could place his hand upon the nest. Children ranging in ages from ten to fourteen have watched the growth of the little birds with the keenest interest season after season, but the mother bird has not been frightened at any time. The self control thus manifested speaks loudly of valuable educational results.

The study of the life history of frogs or toads or other convenient forms of water or land-life should come next, and this should be followed in the higher grades by the study of a few common insects, not forgetting their wonderful life history, service to plants, in the process of cross-fertilization and their service to man. In connection with the geography work of tropical regions the study of such insects as the cochineal can with profit be briefly taken up.

The studies thus outlined will occupy one or two hours a week for the first six or seven years at school. During a part of the time two hours a week spent in this direction will be wise economy. Much of the time, one hour a week will be quite sufficient and during a part of the time the other work of the school will make it imperative that no time be spent in this direction.

As to an allotment of the time, month by month, in accordance with the usual fashion, I can only say that I do not like it. While needlessly so, I grant, the effect of this arrangement on the teachers generally inclines them to the feeling there is something cast iron and rigid about the whole thing. With us three divisions only are made: work for the spring months; work for the autumn months; and work for the winter months.

I am as deeply conscious as any one can be that much of a valuable nature is left out of the above enumeration, but I am also fairly well confident that the things omitted are better left out than those which are mentioned. The purpose of education in the elementary grades cannot be for exhaustive work of any kind, but rather to arouse one's activities, awaken his interests and get his

feelers out. The above outline at any rate deserves the credit of being practical. I have not been talking into the air; I have been giving a plain, unvarnished way, a statement of what we are actually doing in Binghamton. I, therefore, know that it works. If it can work with us, it can work anywhere. The arrangement fits an inland town and not one situated on a large body of either fresh or salt water. A town so situated would need to modify the subject matter and its arrangement considerably to suit its peculiar environment. That modification, however, would not change the principles involved.

One of the best and highest educational results is the larger appreciation of the best in literature which is sure to follow. Our masters in the field of letters have been men in close sympathy with nature. No reader can follow them into the sanctum sanctorum of their best thought who has not something of the same insight and love. One of our leading college presidents a few months ago contributed to an influential magazine an article entitled, "Significant ignorance of the Bible," in which he showed the painful ignorance of biblical allusions contained in one of Tennyson's masterpieces. A more recent article sent from the Hampton Institute shows "Significant knowledge of the Bible," resulting from a similar study. Too often I fear it would be possible to make an equally emphatic showing of significant ignorance of nature on the part of those who are otherwise well educated. No one can stand with Longfellow "On the bridge at midnight" or with Tennyson on the shores of the sea as he sings his "Break! Break! Break!" unless he has stood in a similar position before. The loftiest strains of the Bible are filled with allusions to nature.

Habakkuk contributes a poem which Benjamin Franklin has declared the most sublime piece of literature extant, and its whole imagery is filled with the most lofty conception of nature and natural phenomena, such as "Thou cleavest the earth with rivers;" the psalmist speaks of the morning stars singing together; the Great Teacher speaks of the vine, the sower, and the fig tree.

The only way by which the foundation for the appreciation of these best things is through a carefully planned, but elastic course of work involving their fundamen-

tals while children are yet young and impressionable. It belongs, therefore, to the field of primary education, upon the foundation of which secondary education must be builded. There is no time here to call attention to the evident fact that this kind of work makes the best kind of introduction

to the more serious study of science in the high school; nor is it necessary to do so. Along this line, as in so many others, the workers in the elementary grades need the encouragement and suggestions born of a broader view which secondary school people can give.

THE WAYS AND MEANS IN CASES OF ABSENCE, TARDINESS, INDIFFERENCE AND DISAFFECTION

SUPERINTENDENT T. H. ARMSTRONG, MEDINA, N. Y.

THE subject embraces four subjects somewhat related, yet sufficiently isolated to demand separate treatment. Tardiness and absence have offered subjects for educational discussion since free schools have been in existence, yet to the school man it is as full of vital interest to-day as one hundred years ago. I can hardly be expected in the brief space assigned to me to add any novel or striking plans for the prevention of these troublesome school disorders to those that have been repeatedly given by wiser and older teachers: it will be my province rather to take up ways and means which are now and have been for years in use. The wise physician does not attempt the treatment of disease until he has discovered the cause, nor does he always administer the same treatment to cases admitting the same analysis; no more should the teacher. Tardiness and absence may be traced to some one phase of the following causes:—heredity, environment, physical condition, the teacher, school methods or the school system. What then shall we say of the treatment?

A. says:—In our school we have an established rule whereby a certain number of tardy or absent marks shall subject the pupil to suspension; this we will denominate the force or penal system. B. says:—We have a banner which we pass to the room having the most creditable attendance for the week or month; this we shall call the emulation or stimulating system. C. says:—Our graded system is the cause and individual instruction a certain cure.

The remedies, no doubt, all have excellent features. Milk is an excellent food, but to some stomachs it is nauseating; on the other hand arsenic is a most deadly poison, but it has curative properties. The Esquimaux in his hut of ice demands different

food from the South Sea Islander; so does the boy who comes from the home where order and regularity are unknown, where an overworked mother has from six to ten children to prepare for school in the morning, need different treatment from the boy who comes from the home where meals are prepared by servants and order and regularity are among the cardinal virtues of the household.

The child who comes into the world impressed with the evil passions and tendencies of his ancestors, whose pre-natal condition has been entirely evil, whose physiognomy bears the impress of "The Man with the Hoe," can hardly be expected to yield to the same influences as the child born into and under more favorable circumstances. There are children who rise before the sun, toil incessantly during the morning hours, take a crust of bread for breakfast, and half clothed, in the wintry atmosphere, hasten to school ten minutes or an hour late, only to receive a severe reprimand from an impatient teacher. I have known a child to be reprimanded publicly for tardiness who has been compelled to go on an errand for a parent; or who has risen from a sick bed, inspired by the lofty ambition not to be absent during a term. It would seem that these varying conditions would require different treatment. Let us examine the proposed remedies to see wherein may be found good or evil.

The stimulant is a necessity only when the physical being is visibly weak or in a state of collapse; its only value is to recuperate the body sufficiently to permit the use of more permanent and beneficial remedies. If it continues to be administered after the body is resuscitated, it may lead to complete physical disorganization or inebriety. All prizes, temporary rewards

and competitive tests are stimulants and have precisely the same effect upon the student as on the human body. To avoid harm therefore, the same skill must be used in administering such treatment to a school as a physician would use with a human being. To require the use of stimulants the spirit of the school must be at low ebb. After they have been applied, the teacher must use great care in supplying some remedy to cause permanent interest at the proper moment. But before even such stimulants can be used, the material must be at hand on which to use them.

The bait may be ever so nice and well prepared, but certain kinds of fish refuse to bite; the drag-net is the only alternative and is usually effective. The air is full of pseudo-reformers, quasi-crank and anarchistic-diplomats who shudder at the mention of force, saying, "We want no force!" "We must praise, plead, palaver and, if this is not effective, the boy must have his way!" Nothing must be done to interfere with the spirit of liberty so inherent in our American youth. Hoodlumism in America is becoming, in our larger cities and towns, a serious problem. American youth have been gradually losing respect for law and authority, they feel that as American citizens they have certain inalienable rights which absolve them from allegiance or submission to God or man. Recent occurrences in some of our Western and Southern states and certain cities of our own Empire state only tend to prove this statement. For this condition the public school is indirectly and the imbecile reformer directly responsible. In all good government there must be an element of force, and that the primal element. The boy who will not come to school must be made to come, all reformers to the contrary notwithstanding. Now having him in school, we may be able to get a more regular attendance than force would compel by the use of some school stimulant; but at the proper time the stimulant must be withheld and real food administered, such food as shall in a measure satisfy, yet always leave the child hungry. But we must have more than good, wholesome food; the best food often causes indigestion, dyspepsia or a disordered liver. We must have good food, properly administered. We can thus understand why individual instruction is recom-

mended as an antidote for absence and tardiness.

There can be no doubt that many children remain out of school because they are discouraged, and they are discouraged because they are unable to keep pace with their fellows. Personal assistance and encouragement from the teacher cannot help inspiring interest, hope, and at last confidence and self-respect; and self-respecting pupils are seldom tardy.

But, we must not forget, that after all the real vital force in the school room is and must be the teacher. Neither the prize nor the force system are wholly bad, nor the individual system perfect—each has its place, yet without the right kind of a teacher all are failures. It is not so much the system or device, as how the system or device is used. It is not what is said so much as how it is said. Poor methods will accomplish wonders in the hands of a skilled teacher, but the best methods ever devised by the ingenuity and experience of man must fail if not properly applied. The plow is a useful device to loosen soil, but it is an absolute failure when applied to the solid rock; the steam drill and explosives must then be used. He would be an ignoramus indeed who would use these implements interchangeably, yet just such blunders are of daily occurrence in the school room. Different kinds of soil are suited to different productions. Tobacco will not grow in a rice field; yet we take intellects as varied as the soils, sow therein the same intellectual seed and the result too often is not a thrifty, well-developed, fruitful plant but a cigarette scamp.

What I have said thus far will apply with equal force to the rest of our subject—indifference and disaffection. It should be noted, however, that indifference may be the cause of absence or tardiness, and disaffection the cause of indifference. Disaffection thus becomes answerable for much. And now I suppose I must tell you the ways and means to cure this fatal school epidemic: If by this I am expected to tell you what devices I would use I must decline to do so. I cannot unless I understand the case and its cause. I can only stop to give what I regard the most essential qualities of him who is to deal with the difficulty. The germs are always present in a greater or less degree whenever a change of teachers takes place, either in the room or school

system. Perhaps all is order and pupils all devotion to a predecessor; perhaps all is disorder with the strong desire to continue under the old regime. In either case disaffection is likely to arise and just here is where skill, energy and decision tempered with sympathy are essential qualities of him who is to succeed. If he enter upon his duties with the idea that there must be an immediate reformation, that the past has all been bad and only his plan good, if he forget that he is at least a gentleman and begin his career with public denunciation of his predecessor and his methods; if he be jealous of the devotion held for his predecessor; he most likely will meet failure. In such emergencies, he must be quick to see, slow yet decisive in action; he must not forget that the pupils have little regard for him as yet; and he must patiently bide his time before gaining their affection. Impatience and irritability should never characterize his actions; in general he should treat the disaffected one as if the disaffection did not exist; never, in any way, taking cognizance of his petty efforts to manifest his displeasure, so long as there is no breach of discipline. But if it become

necessary to discipline him, he should do so in such a manner that there can be no doubt in his mind that the teacher is just, sincere, honest, and interested in his welfare. Above all things, avoid fulsomeness and flattery. Never by the slightest hint or intimation let the offender feel that you are courting his good will. Pupils are quick to discover weakness in their teachers. If they discover the slightest desire on the part of the teacher to court popularity or crave the good will of the disaffected, then disaffection is sure to increase. On the contrary, the self-possessed and judicious teacher will soon lead the pupils to feel the desire and necessity of throwing aside the disaffection and conforming themselves to the general spirit of the school.

The aim of this paper has not been to present any Eutopian device for the cure of the evils enumerated in its title, but to emphasize the necessity of securing such devices as are demanded by the circumstances and applying them with intelligence; but above all to make clear that upon the intelligence and tact of the teacher rests the success of any device.

SCHOOL MEN OF THE HOUR

WILLIAM I. BUCHANAN

DIRECTOR-GENERAL, PAN-AMERICAN EXPOSITION

(For portrait see front cover)

THE advantages of travel as a means of education have been often descanted upon and the validity of the claim therefor is universally acknowledged. Neither time nor means, however, are given to all to enjoy this advantage. Modern civilization has done its best to provide a substitute in the way of national and international exhibits of the industrial life, social condition, customs and educational facilities of the different countries and peoples of the world. With the increased facilities for transportation, and the lessening, through modern invention, of the distances between nations and continents, these expositions have in each successive case been able to reproduce more completely and accurately those features of life and living peculiar to the different races of the world.

It is true that the illusion is not complete. The excitement and recreative stimulus of traveling through foreign countries, the de-

light in covering great distances, the sight of conditions in their natural surroundings, the attrition with these conditions in the every-day course of affairs, is lacking. But when all this has been said the fact remains that the educative value of these great displays is very considerable, and it may safely be said that the more recent expositions have emphasized the educational value rather than that of a display of the world's material products and advancement.

It is probable that the Columbian Exposition at Chicago was the most extensive exhibit of this kind yet given. Nevertheless, in point of quality and completeness, as far as it goes, the Pan-American Exposition which opened at Buffalo early in May will probably rank highest. There is a special interest attaching to this exhibit from the fact that it will be the first to represent the material conditions and the progress of the Americas

rather than of any particular section of this continent or of the world. There is, too, a patriotic motive underlying the movement, in that it is designed to create, unify and cement an American Continental feeling—a feeling that must be created if foreign influence is to be prevented from getting a foothold in the Western world.

Of the educational value of this exposition it is superfluous to write for readers whose intelligence enables them to form themselves some conception of what it will include and the advantages to be gained from a visit thereto. Hence we have no hesitancy in presenting to our readers as the leading educational man of the hour, the Director of the Pan-American Exposition, Hon. William I. Buchanan. This is not Mr. Buchanan's first effort in the management of such an enterprise, as his sketch which appears below will show. His wide and varied training in public affairs is also fully detailed therein. It is our pleasure in presenting the man and his life to our readers to bear testimony to his appreciation of the preëminently educational trend such an exhibit should have, and of his emphatic and persistent bending of energies and the entire great work to that point of view. It is for this reason especially that we take advantage of the time and occasion to enroll him in the list of our "School Men of the Hour."

From the beginning the Hon. William I. Buchanan was the only man considered by the Exposition authorities for Director-General, and the Directors of the Exposition were greatly gratified when he consented to resign from the office of United States Minister to the Argentine Republic to take up the burdens and responsibilities of the management of the Exposition.

Mr. Buchanan, who was a National Commissioner from Iowa to the World's Columbian Exposition, was the first Chief of Department selected at Chicago, where he not only directed the affairs of the Departments of Agriculture, Forestry and Live Stock, but was a most sagacious and helpful adviser in the general management of the Exposition, and was a recognized force in a large organization containing many strong men. The record of his work at that time bears abundant testimony to his uncommon executive ability.

In the early part of President Cleveland's second administration Mr. Buchanan was appointed United States Minister to the

Argentine Republic—a mission that he filled with great distinction to November 1, 1899. As a diplomatist he is more widely and favorably known throughout the Latin-American countries than any other representative of the United States. During the latter part of his diplomatic service the Argentine Republic and Chile were brought to the brink of war by a long standing boundary dispute. For a time a peaceful adjustment appeared to be hopeless. Finally a scheme of arbitration was devised, and Mr. Buchanan was made the arbiter whose decision was accepted as binding on both parties. His fair, judicial, tactful treatment of the questions in controversy inspired both Governments to convey to him expressions of their warm appreciation and high esteem. The facts regarding this happy outcome of an international quarrel that had long excited the countries of the Southern Continent made a strong impression on the peoples of those countries, and earned for the United States Minister an enviable reputation throughout South America. Among other results of his diplomatic service at Buenos Ayres was the successful negotiation of an extradition treaty and a commercial convention between the Argentine Republic and the United States.

With his invaluable individual experience at the World's Columbian Exposition, his rare executive force and his thorough knowledge of the conditions, customs and characteristics of the peoples of South America, Mr. Buchanan has come to the Pan-American Exposition singularly well equipped for the successful direction of its affairs.

Dr. JAMES M. CASSETY

ALL roads now lead to Buffalo and the Pan-American Exposition. It is but natural that the many teachers and school men from commonwealths other than the Empire State should be interested about the educational facilities of the Pan-American city. Their own experience during their visit to the Exposition will enable them to meet with and form some idea of the character of the educational forces of the city of Buffalo, and we are quite sure that the impression will be a favorable one. Suffice it to say that the school system of Buffalo has improved greatly under the administration of Superintendent Henry P. Emerson and an able and scholarly corps of assistants:

and that considering the rapid growth of the city, the educational work and opportunities of Buffalo compare very favorably with those of other cities of similar size and conditions.



DR. JAMES M. CASSETY

Superintendent Emerson is at once the superintendent and the school board, being elected by the people and having power of appointment, etc. His teaching supply is procured mainly from the local training school and the State Normal and Training School of that city. The latter is at present, of course, the more important institution of the two, and ranks among the best not only in this state, but in the country. Hundreds of successful teachers in Buffalo and the surrounding states bear evidence of the thorough and accurate instruction and training given therein. It is chiefly through these that the future citizens of Buffalo are being developed, not only the native born, but also that most desirable increment, the town, village and country children of the adjoining territory.

Our sketch this month, therefore, deals with the head of this leading educational institution in the Exposition City, Dr. James M. Cassety.

James Macartney Cassety, Ph. D., educator, was born in Sheridan, N. Y., October 5, 1833, the son of John James and Betsy (Macartney) Cassety. His

paternal grandfather was Col. Thomas Cassety, of Oriskany Falls, N. Y., and his mother was a daughter of John Macartney, of Madison, in that state.

He began his studies in the common schools, advanced by attending the Fredonia (New York) Academy, and subsequently pursued the regular classical course at Harvard, graduating with the class of 1856, and later receiving the degree of Master of Arts. Previous to entering college he taught a common school near Forestville, in Chautauqua County, New York, and was teacher of mathematics at the Erie, Pa., Academy. Shortly after graduating he took charge, as principal, of Derby Academy, Hingham, Mass., where he remained four years, at the expiration of which time, in 1860, he went to Dunkirk, N. Y., as Superintendent of Schools and Principal of the High School, retaining both of these positions until 1867.

The succeeding three years were spent in the banking house of H. J. Miner & Co., Dunkirk, N. Y., but his attachment to educational pursuits overweighed financial aspirations, and after serving as Superintendent of the Dunkirk Schools for another year, he accepted the vice-principalship of the State Normal School, Fredonia, which was the scene of his labors for the next ten years. From 1880 to 1882, he was principal of a similar school in Cortland, N. Y., going from there to Albany Academy, of which he had charge until 1886, and from that to the present time he has presided over the State Normal and Training School, Buffalo, N. Y.

Rochester University made him a Doctor of Philosophy in 1883. Dr. Cassety has kept in close touch with all advanced ideas relating to educational improvements, the most valuable of which he has adopted, and since identifying himself with the Buffalo Normal and Training School he has greatly increased its facilities for accomplishing the desired results, has secured the erection of a new science building, and a residence for the principal, and the attendance has expanded from four hundred to nine hundred pupils. He is a member of the New York State and National Teachers' Associations. In 1883 he visited Europe for study and recreation. He has been twice married and has a son and daughter.

THE BEST TO BE FOUND

Articles from Educational Journals Summarized

ASPIRE, break bounds! I say;
 Endeavor to be good, and better still.
 And best! Success is naught, endeavor's
 all.—*Browning.*

HEREAFTER graduates in the four years' course at Teachers' College, at Columbia University, will receive the degree of B. S. (in Education). To receive this degree a student must have spent two years in purely collegiate work—after having passed the regular entrance examinations, which are now conducted by the Board of University examiners and are kept to precisely the same standard as those in the other schools of the university—and then two additional years of mixed collegiate and professional training. It is believed that never before has a baccalaureate degree been granted to teachers by a university of recognized standing. The effect seems likely to be that, while students intending to teach in high schools and colleges will still continue to take the regular A. B. and to go on to higher work in the graduate schools, many wishing to teach in the elementary schools and unable to spend four years in collegiate training will avail themselves of such an excellent opportunity to combine the indispensable professional training with an equally indispensable but too often neglected course of liberal studies.

THERE is much talk of needed reform in the business methods and general management of the National Educational Association. This suggestion, made by Aaron Gove, in the February number of the *Colorado Teacher* is endorsed by *The School Weekly*.

"The National Educational Association, the largest organization of the sort in the world, ought to be commensurately influential. Its power is to be materially lessened unless the officers who are placed in charge have the confidence of the membership, especially of the active membership. This journal has urged in writing the board of trustees, and takes occasion to repeat, that in its judgment well equipped central executive apartments should be maintained every day in the year in Chicago, as a central point in the country, with the attendance of

that man than whom no one knows more of the necessities of the association, and whose counsel in the conduct of the association is of more value than that of any other member—namely, Mr. Irwin Shepard; the apartments should be for the use of the association collectively and individually, and Mr. Shepard should permanently be found in these rooms, with such environments and such assistants as would dignify the institution and be of incalculable service to the nation, both within and without the limits of the profession."

A SUBSCRIBER asks us to "publish an N. E. A. list of the spelling reform words." There are only twelve words which properly come under this heading, and these are: Program, tho, altho, thoro, thorofare, thru, thruout, catalog, decalog, pedagog, prolog, demagog. The position of the N. E. A., in regard to these words is not a very positive one, according to the remarks made by United States Commissioner of Education W. T. Harris before the late meeting of the Superintendence Department of the N. E. A., in the discussion referred to in another article. He did not believe it was proper to use the money of the association to propagate the reforms as urged by the resolution. He further said:

"I have been interested in attempts to simplify the spelling of English for nearly half a century. I was chairman of the committee that provided for the use in publications of the association of twelve new spellings. It seemed a good way to stimulate interest in this reform. Immediately it was sent broadcast over the world that this association advocated and urged these spellings. We did nothing of the kind. We adopted them, experimentally, as it were. It was done to quiet, not to create, agitation in this body. Rather than have such a committee, rather than to have money so used, I should favor going back where we were before, and spell as the dictionaries spell."—*Normal Instructor.*

IN order to train children and stimulate them in acts of courtesy and kindness the Santa Barbara (Cal.) school board has introduced the study of politeness into its

grade schools. A manual giving ten rules for observance has been printed with the caption, "Scholarship without Good Breeding is but Half an Education."

The code is as follows:

1. To be polite is to have a kind regard for the feelings and rights of others.
2. Be as polite to your parents, brothers, sisters and schoolmates as you are to strangers.
3. Look people fairly in the eyes when you speak to them or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum or eating at lectures, in school, or at places of amusement is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing or making rude remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife or pointer, hand the blunt end toward the one who receives it.
9. When a classmate is reciting do not raise your hand until after he has finished.
10. When you pass directly in front of anyone or accidentally annoy him, say "excuse me," and never fail to say "thank you" for the smallest favor. On no account say "thanks."

FRANK H. HALL, superintendent of the Illinois Institute for the Blind at Jacksonville, says the following lessons are to be learned from a study of the blind and deaf:

First. Too much time occupied in mere seeing will leave too little time and create too little desire for reproducing and comparing. Congenitally deaf people illustrate this kind of training.

Second. Too much time occupied in mere mental operations will leave too little time and create too little desire for expressing one's self in useful activity—in service. Congenitally blind people illustrate this kind of training.

The deaf warn us against too much emphasis upon slight values; the blind against too little emphasis upon service values—especially service with the hands. One may see and see and not be able to think. Another may perceive and perceive and not be able to do. Thoughtful performance in useful service is the true educational goal.

Third. In the early instruction in the schools the interest of the pupils would be maintained and their progress become more marked if the transition from the spoken symbol to the written symbol could be made less abrupt and the pupil saved from the deadening effect of being trained into the use of symbols that do not symbolize. The long continued drill upon mere symbols, upon words and figures that do not bring into the consciousness of the child that for which they stand—this is the bane of the teaching even in the primary schools of Illinois in the closing days of the nineteenth century.

THE parent often sees the school as it is seen by the child. The child of the highly organized nervous system is affected in a manner altogether different from the child of blunt sensibilities or of low nervous tension. It has been said that differences in civilization and refinement are simply differences in nervous organism. One child is exceedingly sensitive and highly ambitious and takes to herself her full share of responsibility for perfect lessons and deportment. She is pained by the shortcomings of her schoolmates and attempts to atone for their sins by shouldering a portion of their load. She is more highly organized and suffers more, directly and indirectly. The teacher aims at the medium requirements in a lesson; the careless, less ambitious pupils fall far short of what is expected; the highly organized, more conscientious pupils go far beyond what is expected or required, and sometimes at their expense. The parent then concludes that too much is required of his child and enters a protest, while on the same day the father or mother of another child in the same school complains that not enough is required, or that the work is not being thoroughly done. It is largely a matter of nervous organism. Here we see where the intelligent parent can help the teacher by giving her much information concerning the disposition and tendencies of the child. When teachers and parents learn to have confidence in each other and seek to co-operate sincerely in the training and education of the child, less will be heard about overtaxed children. — *Ohio Educational Monthly*.

THE absorption of the Chicago Institute, established by the generosity of Mrs. Emmons Blaine and over which Colonel Parker presides, by the University of Chicago, is another "significant sign of the times," although we confess to an inability to interpret the sign, and we are as yet in doubt whether it is a source of congratulation or regret. We are told that from a "business standpoint" it is manifestly a wise thing to do, but again we are at a loss to know just what the "business standpoint" in regard to a university is. If to economize space, steam heat and car fare means "good business," this is doubtless good business. If it is desirable to mass undergraduates in close quarters, and to crowd boys and girls, men and women into the minimum of space, is good economy, this is good economy. But if it is desirable that personality should go at its maximum, if educational institutions have an atmosphere of their own and an individuality that is pervasive; if centers of thought and research are somewhat dependent at least upon distinctness of outline, a geographical independence and a reputation of their own, we think that this amalgamation is of questionable wisdom. It is doubtless good temporary advertisement for both institutions. It has given Chicago papers another opportunity to foot up the millions and to retabulate the donors, but we fear that in the long run the intellectual life of the west, the teaching profession throughout the country, the moral enthusiasm generated at one center where the body is already larger than the soul, will not count for so much as two soul-developing centers. All these "affiliated" institutions lose something of their individuality by their affiliation or else the affiliating centers suffer from a boast scarcely realized in fact, in short, a pretense which has no commensurate power in fact. Those of us who were rejoicing in the opportunity at last granted to Colonel Parker and his unique corps of teachers to work out their important theories under the most favorable circumstances will await the result of this "combination" with great interest and some anxiety.—*Unity*.

THE *Journal* is asked to speak again upon the free text-book issue. A few things are now fairly well established. It is a great saving of time to have all the children receive their books together, have the same edition, have them at the opening of the

term. There is no more constitutional or legal objection to free text-books than to free school houses. The introduction of free text-books helps to retain children in school, notably in the high school.

But there are objections. It is a misfortune for a child to acquire a habit of not buying books and of not using his own books. In the book that a child has used a year he comes to know just where to look for what he needs as he never does in any other book.

A child who turns in his school books when he graduates is robbed of much of the benefit of his school course. Many things have changed, but it is surprising how reliable are the fundamental teachings of those days. You can analyze a plant in a fractional part of the time in your old botany that you can in a new one. It analyzes itself, as it were. It is also a mistake for a child to receive a book that is perceptibly worn. Of course they are all treated in a sanitary way, so that the old-time objection does not obtain.

Before the free text-book system is perfected children must either be given their books when they leave school, that is, the books that are of permanent value, or must be expected to purchase them at a low price. There is no reason why the lower grade books should be taken away, but the standard books of the upper grammar grade, for those who do not go to the high school, and the latest book used in most subjects in the high school should be retained. And why should it not be a feature of the graduation for a student to receive the books which will be of real value to him? The extra expense to a city would never be noticed, and if it were, it would pay ten times over. It would be worth many times the diploma. Free text-books are now inevitable, but let the system be perfected.—*N. E. Journal of Education*.

HIGH school training as it exists to-day was given sharp condemnation at the annual banquet of the Merchants' Club held recently in Chicago. Mr. John G. Shedd, of Marshall Field Co., in speaking of the high school graduate, said: "In the first place, he seems to impress his prospective employer with the thought that he seeks business as a necessity and not from choice—that he prefers a profession, but in most cases cannot afford it. Then I should like to ask why should his education have been

directed entirely toward the professions, as it now surely is by the course of study pursued in the high school? Secondly, the written application of the young man, generally speaking, shows lamentable deficiency in penmanship entirely inexcusable, for with such a record he should never have left the grammar school.

"In the third place, he stumbles at the simplest arithmetical problems. He seems to have no idea of the shorter methods practiced in the business world. As a matter of fact, the grammar school boy is often better prepared for the office, as he is fresh from the essential studies. Again, the high school boy has been so long away from his geography and has covered so much ground tending toward a higher education that he has forgotten various locations, and his ideas are generally hazy even of his own state. Set this same boy at a task and he seems to think real work entirely unnecessary at his advanced age, when his mind should be imbued with the more practical thought that he is just commencing on a business career, where the greatest push, energy and ambition are necessary to urge and carry him on to success.

"I wish to call attention to the necessity of educating the boy to realize that business success is quite worth while, and to fully appreciate that success can only be attended by the broadest and most fundamental principles."

Mr. Shedd spoke of a business with several thousand employes in which not 10 per cent. were high school graduates. The reason, he said, was the bias of the high schools toward the professions. He advised a separate two years' commercial high school course with the following special studies:

Arithmetic, both mental and written.

Writing, including business correspondence.

Rhetoric.

Commercial geography.

A short course in bookkeeping, accounting and physics.—*School Record*.

MR. M. W. KEATINGE, who is known to students of education in this country by his excellent translation of *The Great Didactic* of Comenius, has been contributing to the December and January numbers of the *London Journal of Education* a very scholarly and practical exposition of the important

subject of the training of teachers. It is a long article, excellently long, and we quote a paragraph that our readers may get a glimpse of his attitude.

"In considering what other advantages a student may derive from a training course, it will assist us to ask what qualifications we have a right to ask from a school-master in connection with his class-room work, and we shall not be unreasonable if we formulate our demands as follows: He should be acquainted with the subject that he teaches; he should be enthusiastic about it; he must have some aim in education beyond the inculcation of facts; he must be in sympathy with his boys; if he teach a subject that stands in close relation to conduct, he must realize that lessons in morality may be indirectly brought home to his class, and that this indirect moral teaching is often far more effective than direct moral preaching; he must know how to manipulate his subject; and he must have a sense of proportion. Now a training course will not teach a man his subject, nor make him enthusiastic about it, any more than it will give him a sense of humor, a good and strong character, or a majestic presence. But it will clear up his mind as to his aims, and it will give him a sense of proportion and help him to manipulate his subject; it will teach him to be methodical. I am driven to use this word "methodical," though I am aware that it has an unattractive sound. There is apparently a type of mind that does not understand that a methodical man can be inspiring, much as another class of mind fails to see that conservatism can be consistent with progress. To say that a man is "methodical" hints that he is little else, and as if you were to call a girl "sensible" or a man "highly respectable." Yet the word merely means "orderly," and a "methodical" man is one who uses his gifts, whatever they may be, in an orderly manner. Unless you are orderly in teaching, you will produce little effect upon a large class; just as, if you are no more than methodical, there will be little result that is worth having. The mechanism of a steam engine is necessary if the force latent in the steam is to be properly applied; but without steam it is a mass of inert machinery. In the same way, unless you are methodical in teaching, your teaching power is sure to be wasted, and a man who teaches unmethodically is like the crudest form of

engine, or, rather, is like one whose machinery refuses to move, while the steam escapes through a crack in the boiler. So that a training course, by assisting a student to be methodical, helps him to use to the utmost any teaching ability that he possesses, to economize his strength, and to get more intelligent work from his pupils. It is from a misunderstanding of what the word "methodical" really means in this connection that the charge of stereotyping is brought against training courses. If this charge were well founded, it would be a very serious one indeed, and, if any system of training were likely to produce monotony in teaching, it should be sturdily avoided."

Those who are identified with the departments of education and teaching in our universities will indorse his closing words:

"If we place before the student rule-of-thumb methods and ask him to imitate them, if we interfere with his freedom in the management of detail more than is absolutely necessary, the danger may become a very

real one. But these conditions do not exist in a sound professional training. In deciding what general line he will take, and what should be done at the moment, a teacher, must be left free as the air that blows between the heaven and the earth. To trammel him, to make him fit his procedure into compartments devised and constructed by another mind, would not merely cramp his teaching power, but would destroy it altogether. Far different is the result of the training that I have sketched. To be shown principles, to be urged to apply these principles on his own lines and to use his ingenuity in striking out effective lines, in giving a vigorous and fresh presentation of subject-matter, and in making his boys use their wits and apply their minds—this cannot stereotype a teacher, but will rather indicate to him a spring of suggestiveness, ever flowing, by drawing from which he can refresh the well-worn subjects of school instruction, and quicken them to new life and vigor."—*School Review*



THE SHEIK OF THE DESERT

FOR THE SCHOOL ROOM

PHYSIOLOGY IN THE INTERMEDIATE GRADES

FRED L. CHARLES, NORTHERN ILLINOIS STATE NORMAL, IN "INTELLIGENCE."

THE educational world has only recently come to appreciate the value of those investigations wherein the learner is privileged to do his own learning, to experience for himself. One thus trained is so far self-made, not the passive creature of other minds. It matters not whether he is measuring a board, mapping a campus, or determining the age of a clam from its shell; in either case he is his own interpreter.

It is extremely easy, in our teaching, to break home ties and wander into lands less promising. Illinois is worth more to me than all of Asia. Excursions begin where charity begins—at home. It is more desirable that I should understand why crows are black than that I should know the history of all the albinos.

In our study of the human body we must beware lest we drift into the study of what some one has said about the human body. Better *know thyself* than know a printed page. The boy who knows what the body gains, when cold, by shivering, or who apprehends the battle that wages round about the sliver in his finger,—this boy has acquired something which cannot be measured against lists of bones or wood-cuts of fungiform papillæ. "Physiology" should be approached just as any other science study. Here are our bodies, and, for our purposes, they present many problems to be solved. Facts are to be noted, then interpreted and organized (more or less completely) into a body of knowledge.

The watchword of this work in the grades should be hygiene. We must study how the human mechanism is builded (anatomy), and how this mechanism works (physiology), but our main concern is with the conditions which make for physical health and soundness (hygiene).

As has been suggested, it is not our function to classify organs, but to solve vital problems. It is necessary, of course, that the subject matter be organized around large topics, as: What is the fate of the food we eat? (Digestion.) Of the air we breathe? (Respiration.) How does each remote portion of the body obtain its needed supplies? (Circulation, assimilation.) How

is waste removed? (Excretion.) By what agency are the varied activities of the body bound into one harmonious whole? etc. These topics are distinct, yet they lead into one another, and the inter-relations of functions must always be held prominently in mind. One of these topics furnishes material for a winter term's work in an intermediate or grammar grade; thus the course may be well outlined, and the ground to be covered by any class fairly well defined. In the two primary grades simple hygienic problems are all that should be attempted. Matters of clothing, food, drink, special senses, breathing, posture, and the like, are excellent themes. In the third and fourth grades we may delve a little deeper, (but not too deep,) and venture more into anatomy, always keeping function parallel with structure, thus making prominent the adaptation of parts to purposes. The fifth grade may deal with digestion, the sixth with circulation, the seventh with respiration and excretion. The eighth grade may very properly occupy itself with problems of sanitation, contagious diseases, aid to the injured, etc. Certain elementary aspects of bacteriology furnish most admirable topics for an eighth grade class to which a compound microscope is available for occasional demonstrations of the ubiquitous bacillus, both harmless and harmful types.

Problems of hygiene and temperance are handled most successfully after the anatomical parts and physiological processes concerned have been studied. To plunge at once into a consideration of the effects of alcohol would be a poor way to begin physiology or to inculcate sound and rational morality. When a certain function has been thoroughly studied, the effects of intemperance may be taught to far greater advantage.

The work in physiology should be preceded by studies of animal life, and it is also very desirable that plants should have been dealt with to a considerable extent. The study should be comparative throughout, so far as practicable. A broad view is a full view; a narrow view is likely to be a cramped, and often a distorted, one. Evolu-

tionary doctrines wholly aside, the human body is an animal body, and he who knows the life struggles of the bird and the beast, the flower and the fern, is better equipped for intelligent examination of his own physical nature. Elementary physics and chemistry likewise contribute to better insight. Physiology is too frequently taught as something wholly apart from all else, and is induced with an aura that is likely to prove uncanny to the youthful mind. To be sure, the proper handling of the subject involves skillful teachers, abundant information, thorough preparation. If this *status rerum* has not yet been reached it is the mark at which we are to aim.

In all the structures and in all of the activities of the body there is one common unit to which we, in our thought at least, must constantly refer if our view is to be broad and intelligent. This essential unit—which I hesitate to name—is the cell. I hesitate here because I am sure to be misunderstood. We do not want to force the microscope upon those who cannot comprehend its revelations, nor do we want anything technical, academic, or ultra-scientific to hold a place in elementary schools. However, the compound microscope may be abused by lack of use in the grades, just as it has been abused by over-use in the high school. It is as truly sinful to teach blood corpuscles without exhibiting them as it is to limit the vision of a budding botanist to the field of a two-thirds inch objective. How we have dealt with the cell in our study of physiology will appear later in the detailed account of the work.

One other consideration before we proceed. The question of illustrative material in this study is a most important one. It would be very unwise to teach only from actual material, much of which would be repugnant to children; but there is a great deal that we can do in this direction, especially with pupils who have become familiar with laboratory methods through the medium of nature study. Demonstration and experiment have entered quite fully into the work which I am about to outline. In all science teaching, *object matter* is as essential as *subject matter*.

WHAT is defeat? Nothing but education; nothing but the first step to something better.—*Wendell Phillips*.

GEOGRAPHY

NATURAL AND MANUFACTURED PRODUCTS OF THE WORLD.

AUSTRALIA

Productions—Wool, gold, wheat, hides, tallow, frozen and canned meats. *Exports*—Wool, hides, tallow, preserved meats, wheat, gold; *from* Melbourne, Sydney, Brisbane. *Imports*—Linen, woollen and silk goods, sugar, iron and steel, tea, books and machinery. *Trades with* Great Britain, United States and France.

ARGENTINE REPUBLIC

Productions—Wool, hides, tallow, wheat, flax, ostrich feathers, mutton, live stock. *Exports*—Mutton, tallow, wool, hides, wheat, flax, ostrich feathers, cattle, sheep; *from* Buenos Ayres, Rosario. *Imports*—Cotton, linen, woollen and silk goods, coal, machinery. *Trades with* Great Britain, United States and Canada.

AUSTRIA

Productions—Grain, wine, cattle, tobacco, flax, beer, beet-root sugar, glass. *Exports*—Sugar, grain, glass, clockwork and fancy wares, woollens; *from* Trieste. *Imports*—Cotton, coffee, machinery, leather goods, provisions. *Trades with* Great Britain, Germany.

BRAZIL

Productions—Coffee, caoutchouc, cotton, hides, sugar, diamonds, gold, cocoa, tobacco, wool, woods, drugs. *Exports*—Coffee, caoutchouc, sugar, hides, cotton, diamonds, woods, drugs; *from* Rio Janeiro, Bahia, Pernambuco, Para. *Imports*—Textile goods, iron, coal, machinery, grain, flour, fish. *Trades with* Great Britain, United States, Canada, Germany.

CHILI

Productions—Copper, wheat, nitrate of soda, guano, silver. *Exports*—Copper ore, nitrate of soda, guano; *from* Valparaiso. *Imports*—Manufactured goods, fish, iron, machinery. *Trades with* Great Britain, Germany, Peru.

CHINA

Productions—Rice, tea, silk, bamboo, sugar, cotton. *Exports*—Tea, silk, sugar, cotton, fire-crackers, porcelain, camphor,

lacquered ware; *from* Canton, Hong Kong, Shanghai. *Imports*—Opium, textile fabrics, metals, woollen goods. *Trades with* Great Britain, United States and Canada.

EGYPT

Productions—Cotton, cotton-seed, beans, wheat, sugar, dates (all within a few miles of the Nile). *Exports*—Cotton, cotton-seed, beans, wheat, sugar, dates; *from* Alexandria. *Imports*—Cotton and woollen goods, coal, provisions, machinery and iron. *Trades with* Great Britain, Turkey and France.

FRANCE

Productions—Wine, silk, wheat, dairy produce, brandy, beet-sugar, leather, fancy goods, as buttons, feathers, flowers, gloves, laces, shawls, jewelry. *Exports*—Wine, silk, dairy produce, brandy, sugar, leather, woollen goods; *from* Marseilles, Havre, Bordeaux. *Imports*—Grain, cotton, coal, coffee, tea, cattle, timber, machinery. *Trades with* Great Britain, United States, South America, Russia, Germany, Belgium, Switzerland.

GERMANY

Productions—Beet sugar, grain, cattle, mining, manufactures of silk, cotton, iron and leather. *Exports*—Woollens, silk, iron and leather goods, beet-sugar, animals, salt, chemicals; *from* Hamburg, Bremen, Dantzic. *Imports*—Grain and flour, wool, raw cotton, coffee, tobacco, wine, coal, iron, fish, fruits. *Trades with* Great Britain, United States, Austria, France, Holland.

INDIA

Productions—Sugar, rice, cotton, wheat, jute, opium, tea, coffee, indigo. (Five crops of rice yearly.) *Exports*—Grain, cotton-seeds, opium, jute, tea, rice, wool, indigo; *from* Calcutta, Bombay, Madras, Pondicherry, Rangoon. *Imports*—Cotton and woollen goods, copper, army supplies, iron, sugar, provisions, coal. *Trades with* Great Britain, China, France, Italy, United States.

ITALY

Productions—Silk, wheat, olive oil, wine, macaroni, sulphur, marble, work of art. *Exports*—Silk, wine, olive oil, macaroni, sulphur, oranges, coral, hemp, flax; *from* Genoa, Leghorn, Messina, Palermo. *Imports*—Cotton, grain, coal, machinery, iron,

timber, sugar. *Trades with* Great Britain, France, United States, Austria, Switzerland, Germany.

JAPAN

Productions—Silk, tea, rice, copper, camphor, coal, porcelain, Japanese goods, tobacco, vegetable-wax. *Exports*—Silk, tea, rice, copper, camphor, coal, porcelain, Japanese goods; *from* Yokohama. *Imports*—Sugar, cotton and woollen goods, iron, machinery, mineral oil. *Trades with* Great Britain, United States, Canada, France, China.

MEXICO

Productions—Silver, cabinet woods, coffee, vanilla, tobacco, caoutchouc, honey, beans, copper, sarsaparilla, sulphur. *Exports*—Silver, cabinet woods, coffee, vanilla, tobacco, caoutchouc, honey, beans, copper, sarsaparilla; *from* Vera Cruz, Merida, Paso del Norte, Mazatlan, Acapulco. *Imports*—Textile goods, iron, machinery. *Trades with* Great Britain, United States, France.

RUSSIA

Productions—Grain, cattle, timber, minerals, flax, hemp, cotton, woollen and linen manufactures. *Exports*—Grain, flour, live stock, timber, flax, linseed, hemp; *from* Odessa. *Imports*—Coal, cotton, tea, wool, machinery, wine, tropical fruits. *Trades with* Great Britain, Germany, France, Austria, Holland.—*Canadian Teacher*.

THE BEST LITERATURE: WHEN? WHY?

THE primary grades are as important, from the standpoint of good literature, as any years in a child's life. He learns to read in these years, which puts him in an attitude toward literature that he will never have again. Whether reading will be attractive or unattractive will largely be determined by what is read in the primary school. If what the child reads is insipid, if it has no relish, if it quickens no appetite, the teachers in these years miss an opportunity that may never recur. If a child reads words, words, words, which are shed with the leaving of the room, then the less he reads the better.

The day has passed when an enlightened

community will tolerate—I go up; Do I go up? I do go up. We go up; Do we go up? We do go up. They go up; Do they go up? They do go up—to the end of the chapter; or that equally silly talk about—I see a cat; Do I see a cat? I do see a cat. I see the cat; Do I see the cat? I do see the cat. Can I see a cat? I can see a cat. Can I see the cat? I can see the cat. Can a cat see me? A cat can see me. Can the cat see me? The cat can see me. Can you see a cat? You can see a cat. Can you see the cat? You can see the cat. Can a cat see you? A cat can see you. Can the cat see you? The cat can see you—to the end of time. All that you have to do to make a book of such vague and vicious mumblings is to set your pen a-going and go off and leave it.

It seems incredible that such things should be printed, and yet this is but a slight exaggeration of books that have sold by the million. How was it possible? Simply because the old-time book makers and teachers thought that in order to learn to read a child should re-read words, and therefore the most nearly alike sentences could be, the better. Let us be grateful that such nonsense has gone with the old-time theory that if a man was sick and needed all the blood he had, the thing to do was to draw it off in quantities.

We now know that the blood needs toning up at such times, and so the interest of the child needs the tonic of good literature. If a child reads ten sentences of the nerveless kind, his interest and attention lessen with each new sentence, and the liability to stumble increases as he goes blundering on.

The child that reads "Mother Goose," "Fairy Tales," or any masterpieces in the child's world, is thinking of what he is reading, and the relish quickens his appetite for more. Better than phonics, even, is the relish of genuine literature. These classics stay by. A man of fifty feels a thrill of boyish glee when he hears a child rattling off a gem from "Mother Goose," but "Do I go up?" causes a sickening memory of vapidty.

The time has come for strong utterances all along the line. The child must have only the best, the best for him, in language books and in reading; the best in illustrations as well as in literature. Art must go hand in hand with literature. The child's world in literature and art is that of the master. There are some First Readers that

meet these requirements; insist that all shall furnish good literature and art.—*N. E. Journal of Education.*

A QUESTION OF USAGE

W. G. ROGERS

A MUCH disputed question of usage in regard to a very common expression may be satisfactorily settled by an inquiry into the actual meaning of the words composing it.

Do we "feel bad" or "feel badly?" When we use either form, we meet with grammatical opposition. Each form is proper and useful in its place, and neither is good in the place of the other.

Let us examine these sentences:

1. The dead warrior looked *fierce*.
2. He looked *fiercely* at us.
3. The house looked barren and *cold*.
4. She looked *coldly* on his offer of marriage.
5. The hound smells *well*.
6. The apple smells *good*.
7. I feel *warm* enough in this coat.
8. We feel *warmly* on this subject.

These will suffice to show that "look" meaning to "exercise the sense of vision"—"to direct the eye"—to maintain a mental attitude (4), is another word than the copulative verb, "look," meaning "to appear" "to seem," and that in each is a distinct grammatical phenomenon. One must be followed by an attribute of the subject. The other can not. The verbs "smell" in (5) and (6), respectively present a similar difference.

This distinction, familiar to language students, should be carefully maintained in using the verbs "feel" with their respective meanings. In (7) "I" is the word qualified by the adjective, "warm." In (8) "feel" is qualified by "warmly." In (7) the subject "I" has no other relation than the word "stove" would have in the same connection.

9. The stove feels warm (to me).
10. I feel warm (to myself).

The fact that "to myself" may be supplied in the natural interpretation of (10) affects the relation, function or meaning of the other words no more than if it might read "to him." The relation of "I" is the same as that of "stove." The subject of "feel" in this sense is not necessarily something capable of sensation. That element,

as we saw, may be expressed in an appended phrase or understood.

But in (8) the meaning of feel is such that the subject must be capable of sensation. It is the feeling, not the subject, which is said to be "warm."

To summarize, "feeling" may be represented as *from the inside outward*, or *from the outside inward*. Therefore, when "feel" denotes emotion, or an independent mental activity, as in (8), it may be limited or described by an adverb showing the character or degree of the emotion or mental activity. But when "feel" simply means "to seem to be," through the touch or other sensibility (of some one else, perhaps) it must be followed by an adjective term, describing the subject.

It is only the perverted meanings of the words "bad" and "badly" then that confuses.

11. I feel badly.

When one experiences grief, chagrin, malice, annoyance or displeasure of any sort, which comes from within the conscious being and is directed to some one or something, and the same is an act of emotion or mental impulse, it may be said that one "feels badly."

12. I feel bad.

But when the mind, through the sensory nerves, becomes acquainted with an external condition, even if that condition be within one's own body, the external thing or condition "feels" merely by seeming to be. Consequently, if one is ill, or tired, or unnerved, or drowsy, or may be said to "feel bad." In this expression the verb is copulative.

The complaint that this idiom conflicts with the usual meaning of "bad" (wicked) is ridiculous in the extreme. The idiom, "feel bad" is good in its place and is too well established and too useful to be ruled out of the language arbitrarily. But it should be confined to its sphere and should not be made to perform the work of that other equally good and well established idiom, "feel badly."—*Missouri School Journal*.

HE who binds
His soul to knowledge
Steals the key to heaven.—*Willis*

WE judge ourselves by what we feel capable of doing, while others judge us by what we have already done.—*Longfellow*.



SCHOOL BOARDS

SOME CONSIDERATIONS FOR TEACHERS

THE following paragraphs from an address by President Seerley, of the State Normal School, Cedar Falls, Iowa, ought to be read carefully by young people who contemplate making teaching a profession. The best capital for a teacher is a good disposition, a genial presence, a strong, sympathetic personality. The teacher who lacks these essentials is almost certain to degenerate into the type so well pictured by Mr. Seerley:

Teaching easily spoils the disposition, making a person an unpleasant companion, a difficult friend to keep, a more difficult boarder to please, an unfortunate guest in a home, a hard person to satisfy, a harsh and severe associate with whom to work. How difficult it is for teachers to find temporary homes in a community; how few the families that are willing to give up their home freedom to contribute to their comfort and happiness. Hence the majority of the guild pass their lives in conditions and among surroundings that prevent proper development. This ought not to be so. The teacher ought to be such a representative of true etiquette that his disposition would be attractive and commendable; his companionship should be such as to be most desirable; his friendship should be such as to be valued; entertaining him should be a pleasure and a joy; granting him a home among the people should be a comfort and a satisfaction to those who have it to confer, while contributing to his welfare and prosperity should be a supreme opportunity.

The teacher's life is too generally lacking in sympathy for others of the guild. He practices criticising and correcting and disciplining others to such an extent that he too commonly grows to such a vampire that he rather enjoys the discomfiture, the failures and the unfortunate troubles of other teachers. He acts as if the disasters, the shortcomings and the mistakes of others contribute to his prosperity and success. He gets so he dislikes the popularity, the recognition and the prominence of others of the vocation, forgetting that no person can ever stand in his way to attain similar

things. He visits schools not to learn, nor to obtain suggestions of help, nor to sympathize or encourage, nor to compliment or commend, nor to find strength and beauty and be strengthened and built up thereby, but to criticise, to find errors, to discover shortcomings, to ascertain weaknesses and find out in what respect the schools inspected are deficient, unworthy of respect and unsatisfactory to those who support and conduct them. Such visitors find just what they seek, they learn just what they study, they see just what they want to observe, they grow critical rather than constructive, pessimistic rather than optimistic, developing types of character that they themselves condemn in others.

Teaching can easily produce a type of mind which assumes that those things alone are orthodox and correct that conform to acquired ideas of the business. Such a judgment becomes unwilling to yield to the advice or the suggestion of others, and assumes an attitude so dictatorial and uncompromising that the true demands of genuine etiquette are overlooked. This mental and moral condition develops envy, jealousy, and self-glorification, while it is the forerunner of causes that produce lack of adaptability to necessity, lack of appreciation by others of the true worth of the unfortunate misfit, and lack of the genuine happiness and contentment so necessary to a successful life. The same public that generously applauds the good deeds and worthy accomplishments of a successful man, stands as ready to recognize another victor, bestow on him large praise, the highest commendation and the most hearty co-operation. The sooner the teaching vocation learns to really help one another, to applaud one another, to encourage one another, to bestow upon one another the worthy mead of praise, to live in the consciousness that all are exalted by the deeds of the strongest of the guild, by the efforts and accomplishments of the purest, the most effective and the most successful, the sooner will the whole army of educational workers hold a proper place of importance and helpfulness in the public eye and heart.

THE OTHER SIDE

BY R. H. HOLBROOK

It seems to be the vogue nowadays to scold at public high schools, indeed, to impute all sorts of dreadful things to the public schools generally. It will be an evil day for the public schools when the public cease to find fault with them. They owe their strength and their vitality to constant criticism. Some schools are yet lingering in the gloomy flummeries of mediævalism for lack of this stimulus. It is not saying too much to assert that the most, if not all, the quickening of educational processes in all the schools and colleges of this country has come from the public schools, and this is due to the fact that the public schools are near the people, their masters. They are subject to a constant inspection by the people; to the regular accounting to the people; to thorough overhauling by the people; to an occasional overturning by the people. Superintendents, principals, and teachers are never so fixed in their processes and settled in their positions that they can feel entirely independent. "Pulls" are mighty for some favorites, but even the best "pull" will not keep a genuine incompetent in place. There are too many competents who can make a pull valuable to the "puller," as well as to the "pullee."

High schools are now enjoying a comfortable reminder by the public, that they "drive" so many first-year pupils from their classes into the street. It is possible that some high schools are unwittingly guilty of the charge, but an examination of those pupils who drop out the first year will reveal the fact that, in a large majority of cases, no modification of the course, no more kindly assistance from the teachers, no further introduction of alluring attractions, would help the matter in the least.

In the first place, many fall out because of change of residence. In the second place, many are compelled by the necessities of bread-winning to give up their course. Some of these leave with regrets, and some with tears, the parents deploring it as much as the children.

Again, many fall away because of ill health. For there are some feeble-bodied children who should not be expected to do the work of the boy and girl of average strength; nor are their disabilities due to

the cruel "strain" put upon them by the schools.

Some few fail because of lack of preparation, and they prefer to give up rather than go on behind their class. The madness about standing is largely responsible for this, and parents are frequently to blame. To be behind is too often considered a shame and a disgrace, whereas quite a number of the first year high school pupils ought to take two years for the first year's work, and without prejudice. They are, oftentimes, too young, lacking mental fibre, needing one year in which to adjust themselves to the high school level of thought and study.

Finally, there are those who do not wish to attend school. They have always done it under protest. Their parents and the truant officer have succeeded in keeping them at their books so far. The truant law now being inapplicable, and their parents having no control over them, they deliberately choose to loaf.

So far as I know, there are no persons so anxious to keep the boys and girls in school as the high school teachers. If parents were as interested, and would stand pluckily with the teachers, half of them who drop out would remain.

Yet the fault-finding criticism is good for the high schools. They need it. Many would possess the short-comings they are accused of if they were not continually accused. In some instances, at least, it is a case of David Harum's fleas.—*N. E. Journal of Education.*

"Once to every man and nation comes the moment to decide,
In the Strife of Truth with Falsehood, for the good or evil side;
Some great cause, God's new Messiah, offering each the bloom or blight
Parts the goats upon the left hand and the sheen upon the right,
And the choice goes on forever between that darkness and that light."

—James Russell Lowell.

To know how to wring victory from defeat, and make stepping stones of our stumbling blocks, is the secret of success.—*Morden.*

THERE is no such thing as chance; what seems to us merest accident springs from the deepest source of destiny.—*Schiller.*

EDITORIALS

WE extend thanks to our readers for the cordial support and appreciation shown us during the year, and wish them a pleasant vacation and a return to work in the fall with an abundance of health and vitality.

* * *

FOR those teachers who think Detroit too far away, an excellent educational meeting is available in the American Institute of Education, which holds its annual meeting this year July 5-8, at Saratoga, in this state. This association annually gathers together the brightest and best minds of New England. An attendance at its sessions will amply repay any one making the journey thereto.

* * *

WE have purposely refrained from commenting or expressing an opinion on the disagreement in the Faculty of the School of Pedagogy of New York University. We are too far from the scene and too little acquainted with the exact facts in the case to express an intelligent judgment. Our advice was not asked and we have felt that Rev. Dr. George D. Alexander, Chancellor McCracken and the university authorities are quite competent to handle the affair and to do justice.

Our hope is that a prompt adjustment and reconciliation will at once be brought about and that the university and educational interests will soon again have the united and efficient service of that gifted and earnest band whom differences of method, rather than ideals, are now keeping apart.

* * *

THE local authorities at Thousand Island Park have very properly decided to give the State Summer Institute annually held there a more commodious and fitting headquarters and assembly room. For this purpose they have just completed the erection of a handsome building which will somewhat adequately meet the conditions for laboratory work, headquarters offices, and the general assembly room for general meetings and social functions. If, in addition, the local manager would make arrangements with the local hotel for band concerts the earlier part of each evening, the only criti-

cisms that have been passed upon the Park would have been met. Teachers must have some enjoyment in connection with the work done there. For most of those attending the Institute the time spent thereat is the only vacation they can afford.

* * *

HARPER'S *Weekly*, in a cartoon ridiculing the Revised Charter for New York City, portrays Father Knickerbocker as burdened with a barrel stuffed with objectionable contents. One of these articles protruding from the barrel is marked "School Money Steal"—the inference no doubt being that it refers to the Davis Salary Schedule and the Four Mills Special Tax Rate. We believe that *Harper's Weekly* has a sub-title "And Journal of Civilization." Notwithstanding this it publicly casts ridicule and incites animosity against measures designed to secure and keep in the teaching service worthy and cultured men and women, as against the allurements of commercial and other opportunities in that money-making city, and to insure adequate means for carrying on probably the greatest civilizing task being worked out anywhere, *i. e.*, the education for American citizenship of the largest and most nondescript mass of children anywhere gathered within school walls.

Has *Harper's Weekly* become so advanced as to be representative of the snobbish interests that have no use for public schools except as charity schools wherein to give children only the rudiments at the least possible cost? Or is that publication now being made to sell, and hence forming its policy to fall in line with supposed popular clamor? Or, worst of all, did *Harper's Weekly* publish a cartoon containing that unwarranted and reactionary fling for no other reason than because their artist in his desire to draw a strong picture had to bring in as many elements as possible, regardless of the truth and merit of the innuendo?

* * *

PRINCIPAL MYRON T. SCUDDER, of the New Paltz Normal, recently mailed a circular letter to the principals and heads of schools in the territory supposedly feeders and contributory to the New Paltz Normal School.

The circular contained a very fair résumé of the deficiency found in, and the difficulties met with by students in the use and study of our mother tongue; but truth to tell there was nothing at all new in it, and nothing that the veriest elementary or academic teacher couldn't have told for the asking. Therefore, while the circular doubtless served some purpose by again calling attention to the existing conditions in regard to this subject, as is usually the case, it threw no light on the subject and offered no remedy or solution.

What teachers want, Mr. Scudder, is help as well as criticism. The difficulties alluded to are universally recognized and generally held to be attributable, first, to early environment and hereditary tendencies; secondly, to street and general public contaminating influences, such as cheap newspaper reading, etc.; and thirdly, lack of well-grounded training in English on the part of teachers themselves. For this latter reason language and forms of expression that would jar and secure the persistent attention of the teacher using good English is daily unnoticed and therefore neither criticised nor corrected by most teachers. And hark, Mr. Scudder, there are those who say that the great majority of these teachers, in the past at least, have been furnished by State Normal Schools which admitted students on a mere examination test regardless of previous culture, and graduated them in almost the same blissful state after two years' study diet of methods and professional instruction.

The circular was a good diagnosis of the conditions. Now let us have the remedy. Send us out the teachers the State is entitled to after supporting a Normal System for a half a century.

* * *

For some years past the State Council of City Superintendents have been seeking legislation that would require a college education, or an equivalent, for teachers in secondary schools and the advanced grammar grades of the elementary schools. Legislation to that effect has been approved at its annual meetings. The Regents at one time contemplated issuing an ordinance to that effect; and State Superintendent Skinner has prescribed that, after August 1, 1901, only teachers with such qualifications

shall be eligible for vacancies in those positions in cities where the authority of the Superintendent is unrestricted by the provisions of special charters.

But it appears from the State Superintendent's Report that educational opinion, and the desire of school authorities to obtain the best possible talent for their work, have already practically secured the result that the City Superintendents would have brought about. In fact the discussion of the question seems to have been in one respect unnecessary, inasmuch as the statistics gathered by the State Superintendent show that the high schools and academies of the state are gradually, yet rapidly, attaining to the required condition, Albany and Rochester being the marked exceptions.

It is pleasant to record that our worthy superintendents, as far as academic work is concerned, were making a mountain out of a mole hill, and that nearly all of the forces in educational work had already been active in contributing to the securing for secondary schools that culture so necessary for the proper discharge of such work. Superintendent Skinner's direction, coupled with the popular educational trend in that direction, will likely secure like conditions in the advanced grammar grades.

It would now seem to be in order for the City Superintendents to bend their energies toward insisting upon professional training for every teacher engaged in secondary work. It is a notorious as well as an unpleasant fact to record that the teachers of elementary schools, because of chapter 1031 of the laws of 1895, are coming to their work and with a better appreciation of their aim and how best to secure it than those engaged in any other line of teaching.

Will it be Mr. Maxwell or Mr. Blodgett or Mr. Gorton that will bring this question up?

WE learn wisdom from failure more than from success; we often discover what will do by finding out what will not do.—*Dr. Smiles.*

HE which soweth sparingly shall reap also sparingly; and he which soweth bountifully shall reap also bountifully.—*2 Cor. 9:6.*

IN THE SCHOOLS OF THE STATE

AT LARGE

The engagement of Prof. Melvin G. Dodge, of Hamilton College and Miss Dora M. Allen of Adams, is announced. The wedding, it is understood, will take place before Professor Dodge's departure for his new field of labor as associate librarian of Leland Stanford University, Palo Alto, Cal.

COUNTIES

Albany.—There is considerable disappointment among the high school seniors on account of the determination to hold the commencement exercises in the high school chapel instead of Harmanus-Bleecker hall.—We omitted in our last issue, by mistake, to call attention to the very successful musicale given by Albany high school pupils under direction of Professor Oliver. The program was carried out in a manner highly creditable to both Professor Oliver and the school.—The parade of the pupils of the Boys' academy was a successful and pleasing event. The school under Principal Warren's care is splendidly managed.—The last issue of the *Normal College Echo* contained fine half-tone portraits of Prof. Albert N. Heusted, Ph. D., and Miss M. Harriet Bishop.—Miss Annette L. Crocker, teacher of history in St. Agnes school, Albany, has been appointed to a position in the Philippines. The appointment comes through the influence of President Eliot, of Harvard University.

Allegany.—The Northern Allegany Teachers' association held its meeting at Fillmore. The following program was taken up: "Libraries for Country Schools," by Miss Mary Rotchford, Hume; "Needs for Rural Teachers, Observed by My Visits," Com'r George W. D'Autremont; "Reading," Miss Martha Van Rensselaer, Randolph; "Methods in Percentage," Prin. A. C. Gillette, Andover; "Our Obligations," Dr. John M. Milne, Geneseo Normal; "The Laboratory Method of Teaching Physiology," Prin. L. D. Wilcox, Canaseraga; "Suggested Outline for a Series of Works to be Read, Studied and Memorized Through the Grades," Mrs. Anna R. Silvers, Belfast; "Educational Waste in Education," Prin. W. Floyd Harris, Almond; "School Management," Dr. John M. Milne, Geneseo Normal. Prin. Edward Maguire is president of the association.—The people of Fillmore are very wisely considering the question of making their school a union school.—Miss Margaret O. Dwyer, of the Angelica school has resigned her position.

Broome.—The Schoolmasters' club of Binghamton have elected Prof. E. B. Horton president and Miss Nellie P. Clark secretary and treasurer. Supt. D. L. Bardwell gave an interesting talk before the club.—The teachers' training class at Union numbers twenty-one, and is under the careful instruction of Miss Anna Fletcher. Principal Lusk has been re-engaged for the fourteenth year of service, and all his teachers have been hired for another year.

Cattaraugus.—The County Teachers' association met at Salamanca and listened to the following fine program: "Co-operation Between the Rural and Village Schools. How Can it Be Secured," Burdette Phillips, Allegany, Dennis L. Moore, Delevan; "The Importance of Developing in Our Pupils a Taste for Good Literature," Miss Velma C. Brown, Gowanda; "The Teacher's Example," Rev. E. A. Bishop, Chamberlain Institute; "The Practical in Our Common School Course," F. E. Baker, Randolph, W. F. Hoyt, Chamberlain Institute, C. J. Melrose, Ellicottville; "The Study of the Masterpieces of Art with Children," Miss Mary A. Larkin, Olean; "Keeping Pupils after School," I. J. McGinity, Cattaraugus, Glenn W. Blasdell, Versailles, Miss Ora E. Bedient, Little Valley; "Sympathy as a Factor in School Management," Miss Alice Lattin, Cattaraugus; "Helps in Class Work," F. B. Guilford, Great Valley. Prof. M. T. Dana, of the Fredonia Normal, who is always practical and interesting, gave a lecture on "Epigram and Repartee." Prin. Burdett Phillips, of Allegany, contributed some excellent suggestions in the line of co-operation between village and rural schools. Prin. Dennis L. Moore, of Delevan, advanced the same subject with good arguments. Some kind of a township system, together with a general adoption of some uniform course of study, seemed to be the remedy most generally proposed. Prin. F. E. Baker, of Randolph, encouraged more practical work in English, also along commercial lines. Prin. C. J. Melrose, of Ellicottville, endorsed the arguments of Principal Baker. Superintendent Bell, of Salamanca, spoke further upon the subject, stating that the main trouble was with our definition of the term practical. There is no uniformity among utilitarians themselves. Were we to listen to their restrictions, we would be obliged to eliminate the entire common school course, as it now stands, and we would have no foundation upon which to build another, as no considerable number could be found who would agree upon what is in reality "practical." Miss Velma C. Brown, of Gowanda, had an excellent paper. The papers and discussions of others were all taken up, and the program completed to the profit of all. The following officers were elected: President, Miss Christina McLennan; vice-president, Prin. F. E. Baker; treasurer, Miss Alice Lattin; secretary, Miss Childs.

Cayuga.—Great interest was taken at Auburn in the caucus for nominations of school commissioners for that city. A large vote was polled and many women were present to exercise their right of franchise. Members of the old board, Edgar B. Mosher, Patrick M. Herron, John E. Myer, Arthur S. Hoyt, Henry D. Parsell and Daniel L. Ramsey, were the successful candidates.

Chautauqua.—Prin. A. C. Anderson, one of the strongest school men of Chautauqua county, has again been re-engaged at Forestville.—Prof. Carl LeSalle, of the Jamestown high school, will leave June 23d for Europe. He expects to tour the

country by wheel.—Ellington has secured the privilege of teaching a training class. The school is in prosperous condition under the management of Prin. E. B. Luce and a fine corps of teachers.—Chautauqua county teachers never do things by halves, as the following program for the county association meeting shows. The meeting was held in Dunkirk. The officers who arranged this program are: E. E. Scribner, president; G. R. Raynor, vice-president; Miss Lucy F. Baker, secretary; Miss Mertie B. Fitch, treasurer. Following is the program: Piano solo, Chopin, waltz, C sharp minor, Liszt, Miss Mariamni Clark, Fredonia Normal school; address of welcome, Dr. J. T. Williams, Dunkirk; response, Dr. Francis B. Palmer; paper, "School Discipline as a Factor in Moral Development," Prin. M. J. Fletcher, Jamestown; (a) discussion opened by Prin. Preston K. Pattison, Westfield; "Latin in the Village High School," Prin. A. C. Anderson, Forestville; (b) discussion opened by (a) Prin. Hiram J. Baldwin, Ripley; (b) Prin. John M. Crofoot, Cherry Creek; vocal solo, selected, Miss May Alden, Fredonia Normal school; "Common Errors in English and How to Correct Them," Miss Anna McLaury, Fredonia; (c) discussion opened by Miss Mary J. Nelson, Jamestown; piano solo, selected, Miss Adelaide Scott, Dunkirk high school; piano solo, Hungarian Rhapsody, Liszt, Miss Jessie Hillman, instructor of instrumental music, Fredonia Normal school; vocal solo, selected, Miss Belle Tiffany, instructor of vocal music, Fredonia Normal school; lecture, "Rational Education," Dr. Charles F. Wheelock, of the Regents, office; piano solo, selected, Miss Jennie Curtin, Dunkirk high school; paper, "The Teachers' Relation to the Pupil and the Community," Miss Mabel Reed, Dunkirk; (a) discussion opened by Prin. J. S. Wright, Falconer; "The Strenuous Recitation," Prin. S. F. Moran, Sinclairville; (b) discussion opened by Prin. P. E. Marshall, Brocton; vocal solo, selected, Miss May Alden, Fredonia Normal school; "Consolidation of the Rural Schools," Com'r Grant E. Neil, Ashville; (c) discussion opened by (a) Com' Winfield A. Holcomb, (b) Pliny T. Smith; "The Purpose of the High School," Prin. Evans S. Parker, Dunkirk; (d) discussion opened by Supt. Rovillus R. Rogers, Jamestown; vocal solo, selected, Miss Mollie Rouse, Dunkirk high school; lecture, Dr. Samuel H. Albro, Fredonia.

Chemung.—Prof. S. C. Estey has disposed of his interest in the Elmira School of Commerce. Prof. Burton C. Meeker assumes the presidency of the institution.

Chenango.—Prin. B. C. Van Ingen, of Norwich, who, by the way, takes commendable interest in educational work in his vicinity, sends us the program of the meeting of the Chenango County Teachers' association, held in that village. It is as follows: Lecture, Prof. Arthur M. Wright, department of public instruction; "The Recitation," Prin. S. J. Gibson; discussion, Miss Bertha R. Kain, Prin. Charles R. Loomis; "Experience and Methods," Prin. F. W. Crumb; discussion, Prin. D. M. Edgerton, Prin. H. W. Butts; "English in the Grades," Miss Cornelia Beare; discussion, Miss Rachel Dithridge, Prin. W. T. Hutchings; "Place of Principles in Teaching," Prin. J. W. Lombard; discussion, Prin. C.

S. Gibson, Prin. J. H. Crain; "Correct Habits at School," Prin. B. C. Van Ingen; discussion, Prin. A. R. Mason. Principal Butts, of Smyrna, was elected president; Principal Lombard, of Greene, vice-president; Commissioner Poole, secretary; Miss Cornelia Beare, treasurer.—Miss Mary Southworth, of the Norwich school, has resigned her position. Miss Caroline Spencer succeeds to the position. Miss Rachael Dithridge has also resigned to accept a position at Tonawanda.

Clinton.—The Clinton County Teachers' association met at Plattsburg. The following program was taken up: Lecture, by M. Woolsey Stryker, D. D., president of Hamilton College; paper, "Essential Work Done in Teaching," Miss Elizabeth A. Rooney; paper, "Working and Waiting," Prof. E. A. Parks; paper, "The Recitation," Prof. G. M. Lasell; paper, "A Plea for Child Study," Miss Emma S. Wardle. The officers of the association are: President, Jasper Robertson, Plattsburg; vice-president, E. A. Parks, Plattsburg; second vice-president, Miss Ruth E. Newcomb, Plattsburg; secretary, F. H. Davis, Plattsburg; treasurer, Miss Margaret Lucas, Champlain. The address by President Stryker was received with much enthusiasm.

Columbia.—Miss Jennie Roberts, of Hudson, has been engaged as principal at Mellenville.—Miss Margaret Daley, of Chatham, has been employed as a grade teacher at Hudson.—Prin. Wilbur H. Lynch, of the Chatham school, has been elected principal of the Amsterdam school. His services at Chatham show him to be a school man of exceptional good sense and ability.

Cortland.—To relieve the over-crowded condition of the Homer school, two assistant teachers, Mrs. Fred T. Newcomb and Miss Mabel Watrous, have been engaged. These teachers will give individual assistance to pupils.

Dutchess.—The vacancy in the principalship of the Poughkeepsie school has been filled by the appointment of Clarence H. Woolsey, Ph. D., a graduate of Harvard University, and of the Cortland Normal. He has also taken post-graduate work at Washington University. He has been supervisor of methods and teacher of mathematics in the Jamaica Normal school.

Erie.—The Principals' association at a recent meeting considered the following question: "Regulation of Entrance into First Grade," led by F. W. Fisher. Among those who spoke on the subject were Adolph Duschak, Supt. H. P. Emerson, Miss Elder and L. J. Knell. The election resulted as follows: President, George E. Smith; vice-president, F. W. Fisher; secretary, Milford Kleis; treasurer, William A. Mackay; board of directors, Charles Morey, A. G. Bugbee, A. W. Shepard, Charles Goldsmith and William D. Fisher.—The Women Teachers' association of Buffalo has chosen the following officers: Dr. Ida C. Bender, who has presided over the affairs of the organization for a number of years, was again chosen for president. The other officers elected are: Miss Isabelle M. Ryan, first vice-president; Miss Mary E. Navagh, second vice-president; Miss Ellen M. Lawless, recording secretary, Miss Harriet E. Bull, corresponding secretary; Miss Martha M. J. Unholz, financial secretary, and Miss Harriet Glies, treas-

urer. Trustees elected are: Miss Sarah M. Hinson, Miss Isabel McKenna, Miss Kate Letterman and Miss Sophie C. Becker.—The annual report of Supt. H. P. Emerson, of Buffalo, is an interesting one. Among other things we find this: "The total number of teachers and principals employed in the regular day schools was 1,266, of whom 78 were men and 1,188 were women. According to returns made to this office, as required by State law, there were 67 private parochial schools in the city with a registration of 20,094 pupils. The total amount expended last year was \$980,032.11. The principal items of last year's expenses were: \$822,771 for teachers' salaries; \$63,004.25 for janitors' salaries; \$35,227.52 for free books and materials, and \$19,543.27 for salaries of officers not directly engaged in the work of instruction, such as superintendent, board of school examiners, clerks and truant officers; \$9,943.50, night schools; \$6,358.14, janitors' supplies."—Dr. F. J. Diamond, who has been superintendent of the schools of Tonawanda for the past eight years, was re-elected last week at an increase of salary of \$300. The schools of Tonawanda have attained high excellence under his very efficient and progressive supervision.—The spring meeting of the teachers' association of the first commissioner district was well attended and pronounced very successful.—There will be only one change in principalship in the first commissioner district this year, and that is at Doyle, where John P. Sherrard is to succeed William H. Reuther.—Many of the teachers of this county will attend the N. E. A. at Detroit in July.—Competitive examination for State scholarship in Cornell University was held at the Central high school, Buffalo, Saturday, June 1, with a large class of candidates in attendance.—Com'r John H. Meahl has condemned the school building in Union school district No. 10, in the village of Alden, and the taxpayers who have no children attending the school are up in arms against his mandate. At a recent meeting of the district a committee was appointed to persuade Mr. Meahl to revoke his order, but those who know the commissioner say that he cannot be induced to change his views and will fight it out if it "takes all summer." He has done much commendable work in improving and advancing the standard of the schools in his district, and it is conceded that his official acts are always performed without fear or favor, and his decision is awaited with much anxiety.—Prof. Frank K. Sutley, of Parker high school, has received a raise of \$200 for the ensuing year.—Prof. A. C. Miller, of North Collins, has accepted the principalship of the Little Valley union school.—The board of education of Akron high school has added a kindergarten to its school facilities.—Prin. Louis E. Boutwell, of Eden, delivered the Memorial Day address in his home village, Cherry Creek.

Essex.—The most successful institute held in the second commissioner's district in years began May 20 with Mr. Charles A. Shaver as conductor. Mr. Shaver's enthusiasm and good practical sense gave the teachers something to take away with them, and better results will be found in the schools of the second district because of this helpful institute.—Westport high school has received the appointment to conduct

a training class for the coming year. Twenty members are already pledged.—Principal Lester remains at Ticonderoga the coming year.

Fulton.—Miss June Miller, teacher of mathematics in the Johnstown high school, has resigned her position to accept one in the Boys' academy at Albany.—A teachers' association for the towns of Openheim and Stratford was held at the school building, Openheim. The program was as follows: "Methods of Teaching U. S. History," Ella M. DeWitt; "Ward System of Reading," Alice M. Wetzel; "Uniform Text Books," discussion opened by Nettie Phipps; "Common Sense in School Management," Bertha Hagedorn. The county association was held at Mayfield on the same date.

Genesee.—Miss Nina Roberts has accepted a position as teacher in the Alexander school.

Greene.—The spring meeting of the Catskill Mountain Teachers' association was held at Tannersville. The officers of the association are: President, Prin. S. Taylor Johnson, Hunter; secretaries, Prin. T. Colby, Jr., and Miss A. M. Klutz, of Cairo. The program was as follows: Address of welcome, Prin. Charles Van Orden; response, president; address, "Educational Ideas," Rev. G. E. Archer, M. A.; "Civics," Mr. Lewis, Lexington, N. Y.; "Education and Progress," Mrs. H. L. Cole, Hunter, N. Y.; "Number Work," Miss C. W. Raymond, Tannersville, N. Y.; "Course of Study," Prin. G. Lang, Athens, N. Y.; "Short Methods in Arithmetic," Miss Bertha Butler, Purling, N. Y.; "U. S. History," Prin. Charles Van Orden, Tannersville, N. Y.

Herkimer.—Miss Mary A. Kelly, teacher of Latin in the North Side school at Herkimer, has resigned her position to accept one in Greater New York.—The able administration of George L. Bennett as principal of the West Winfield high school has been heartily commended, and he has been re-engaged.—The Herkimer County Teachers' association recently elected the following officers: President, Prin. Francis J. Flagg, of the Church Street school, Little Falls; vice-president, Prin. G. L. Bennett, of West Winfield, and Miss Margaret Wolcott, also of Little Falls, is secretary and treasurer. Principal Flagg is a school man of much ability, and his election to the presidency of such an organization is a decided compliment.—Miss Alice Moran, of Ilion, a graduate of the Cortland Normal school, and for three years a teacher in the Cazenovia schools, was recently elected to the vacancy in the Church Street school, Little Falls, caused by the resignation of Miss Annie E. Murphy, of Lyons, N. Y., in April. The position is filled temporarily by Miss Cleo Casler, Little Falls. Miss Murphy is to be married next month.—Miss Charlotte P. Lipsey recently resigned her position in the beginning grade of the Church Street school, Little Falls, to accept a similar one in the schools of her home town, Silver Creek, Chautauqua county. The board of education has decided to establish a kindergarten department in this grade. Miss Bertha Green, Little Falls, a graduate of Pratt Institute, and a kindergarten teacher of very successful experience, has been elected to take charge of the same at the beginning of the next school year. Kindergartens will be established in

the the other schools of the city as opportunity affords. The new law requiring regular fire drills was needless in the case of Little Falls schools. Regular drills have been given for years, particularly in the Church Street school building, which is of three stories. The present graduating class of the Little Falls high school numbers twenty-two.

Jefferson.—The citizens of Sackets Harbor are considering the matter of building an addition to their present school building.—Miss Adelaide Poole has resigned her position as teacher in the Adams high school to accept one at Tivoli.

Lewis.—The following teachers will compose the faculty of the Port Leyden high school for the year 1901-2: Principal, Irving L. Farr, of East Syracuse; preceptress, Florence E. Bibbins; junior department, Minnie J. Tiffany; second primary, Mary F. Willey; first primary, Estella Seymour.—Prin. Joseph L. Beha has resigned his position at Constableville, where he has been for the past four years, with the intention of entering college. He is succeeded by Henry G. Grubel, of Whitney's Point. Miss Florence J. Littaye has again been secured as preceptress.—Com'r Otillia M. Beha will conduct a summer school at Constableville, July 15-August 9. There will be an able and experienced faculty and thorough work will be done in preparation for State certificates and the uniform commissioner's certificates.

Livingston.—The teachers' association of the second commissioner's district met at Mt. Morris. The following program was discussed: Address of welcome, Prin. L. N. Steele; response, Prin. E. J. Bonner; "A Few Things About Literature," Miss Mary F. Byington, A. B.; "School Discipline," Prin. E. E. McDowell; "Primary Reading," Miss Grace Brown; music; "Thomas Arnold, Man and Teacher," Inspector S. Dwight Arms; lecture, "The Causes of the American Revolution," Prof. William R. Terrett, D. D., Hamilton College; "Responsibilities of the Teacher," Prin. C. C. McCall; "How to Teach a Modern Language," Miss Bertha Bergman; "Organization and Discipline," Inspector James D. Sullivan; "Weak Spots," Com'r C. F. MacNair; "American History Teaching," Miss Laura Latimer, A. B.; "Education and Crime," Prin. George E. Elliott; "Christ as a Teacher," Rev. Dr. A. H. Pease.

Madison.—Prin. C. H. Van Tuyl, of the Hamilton school, has been granted a leave of absence of one year. He will spend the time studying at the University of Chicago. Ernest L. Elliott, a graduate of the Cortland Normal school, will fill his place during his absence. Principal Van Tuyl is a splendid specimen of an earnest, able school man, and stands high in educational circles.—DeRuyter taxpayers will erect a new \$15,000 school building.

Monroe.—W. G. Clarke, recently principal of the Penfield union school, has been elected principal of the Honeyoe Falls high school.—James Sargent, of Rochester, has secured a temporary injunction restraining the board of education of that city from authorizing payment of salaries to teachers in St. Mary's orphan asylum, conducted by direction of the Roman Catholic church.

Montgomery.—The intelligent work and untiring devotion of Supt Harrison T. Morrow, of the Amsterdam schools, is justly commended by the citizens of that town, as is shown by the following extract from a local paper: "The action of the board of education in engaging Supt. Harrison T. Morrow for another year meets with the approval of the patrons of the schools. Coming, as he did, without any blast of trumpets or loud pretensions as to what he would do, Superintendent Morrow has taken hold of the work in a knowing and comprehensive way and devoted himself to the improvement of the schools. Thoroughly practical and conservative in all that he does, there is little doubt from any one who knows the needs of the schools that the new superintendent will do all in his power to bring about in a natural way all the reforms that may be necessary to a betterment of the school system. With continued improvement in the schools there is hope that within a few years the city may boast of a magnificent high school building. We know that Superintendent Morrow would be glad to see it, even if he doesn't say a word about it. Maybe he does considerable thinking."—The Montgomery Teachers' association convened at Canajoharie. The following is the program discussed: "Supplementary Reading in Rural Schools," Dr. Sherman Williams, Glens Falls; round table; "First Year English in the High School," Randolph T. Congdon, Canajoharie; discussion, led by W. E. De Melt, Fort Hunter; address, "Current Problems in Public School Work," S. Dwight Arms, Palmyra; "Nature Study in Rural Schools," Mrs. Mary Rogers Miller, Cornell University; discussion, led by C. G. Campbell, St. Johnsville.

Nassau.—Edwin W. Cady has been elected principal at Sea Cliff.—Frederick J. Bierce, of Cortland, has been elected principal at Great Neck. He is a graduate of the Cortland Normal school and comes highly recommended. His salary will be \$1,200.

Niagara.—Prin. F. J. Beardsley, of the North Tonawanda high school, has been promoted to the superintendency of schools in that city. He is an able man for this responsible position.—Misses Clara Holohan and Sarah E. Hayward have resigned their positions in the Niagara Falls schools.—Herbert S. Weet, registrar of Rochester University, and a graduate of that institution, has been elected principal of the North Tonawanda high school. He is highly recommended for the position.

Oneida.—George Bailey, of Cassville, has been elected principal of the Whitesboro school. He is very popular, having been connected with the school as assistant principal.—The common council of Utica have approved the bill to submit to the people of that city the proposition as to whether or not a free text-book system shall be instituted in that city.—Avery W. Skinner, principal of the Oneida high school, has been elected superintendent of the schools in that city for a term of three years.—Ella Maria Osgood, of Verona, a graduate of the University of Chicago and the Albany Normal College, recently elected as teacher of English at New Rochelle, died May 22. She was an estimable young woman and a good teacher.

Onondaga.—The meeting of the teachers' association held at Skaneateles considered the following topics: "Methods in Percentage," Prin. W. C. Crouch, of Mottville; class exercise in primary reading, Miss Ella T. Doherty, Skaneateles; "Nature Study," Miss Louise Roberts, Syracuse; "Methods in United States History," Miss A. Van Buren, Skaneateles; "Thou Shalt, in School Management," Principal Charles O. Richards, Solvay; "Thou Shalt Not in School Management," Miss M. E. Cobane, Skaneateles; "The Art of Questioning," Principal J. E. Touhey, Skaneateles Falls.—William S. Covert, of Mexico, has been elected principal at Marcellus. He is a graduate of Princeton, and has held position of vice-principal at Mexico.—The efficiency of fire drills in the Syracuse schools is marked. It is believed that under the present arrangement there are slight chances that accidents and loss of life would result should fire break out in any building. According to the *Post-Standard* the pupils in the Summer school, of which Miss Marion Bushnell is principal, marched out in perfect order in fifty-nine seconds.—The Peck, Van Alstyne and Bentley districts have been combined with the Warner district, and a unanimous vote of the taxpayers has been given, making the school at that place a union school.—Miss Clara E. Jones, of Baldwinsville, has been engaged in the Camillus school.—Prof. Daniel Pratt, assistant principal, at East Syracuse, has been engaged as principal at Pittsfield.—Prof. Hamlin E. Cogswell, supervisor of music in the Syracuse public schools, has been unanimously elected director of music in the normal school at Mansfield.—Irving L. Farr has been elected to a position in the East Syracuse High School, in the place of Daniel Pratt, resigned.

Ontario.—The spring meeting of the Interlake Council of School Men was held at Canandaigua Academy, Saturday, May 18. The topics considered were as follows: Faculty meetings, Single sessions for high schools, Graded schools, Business courses, Fire drills, Recent educational legislation. Teachers' agencies, Advanced arithmetic, Graduation expenses in high schools. The school men present evidently believe in fish as a restorer of brain energy, as they indulged in a fish dinner at the close of the program.

Orange.—Lincoln R. Long has been elected principal of the Walden school. He was formerly principal at Hancock, then became a Methodist clergymen.—Prin. A. L. Andrews, of the Otisville school, has resigned his position to take one as bookkeeper.

Orleans.—The spring meeting of the Orleans County Teachers' Association was held at Albion. The following program was discussed: Address of Welcome, Superintendent Carmer; The Study of English Composition, Cora Newnham, Medina; Marie E. Hess, Clarendon; How Should Arithmetic be Taught? Principal Gressman, Knowlesville; F. H. Thurber, Ridgeway; Rhetorical Exercises in Our Public Schools, Mary E. Steele, Albion; Ella Morgan, Lyndonville; How to Train Pupils to Study, Kate L. Ryan, Medina; C. H. I. Potter, Kenyonville; The Educational Burden upon the Lower Grades, Superintendent Armstrong, Medina; Prin. J. H. Filer, Lyndon-

ville; Elementary Science in the Public Schools, Webb H. Edwards, Albion; Gordon Payne, Kendall; Address, The Aims of Education, President Rush Rees, University of Rochester. A very able, helpful and inspiring address. The work of the entire year has been good and the association is in a flourishing condition. The following are officers of the association: F. E. McNall, Medina, President; Anna L. Potter, Holley, Vice-President; Mary Dugan, Medina, Secretary and Treasurer.

Otsego.—Principal A. E. Barnes was president; Prin. J. G. Traver, vice-president, and Prin. C. A. Butler, secretary, of the Otsego County Principal's Conference that met at Oneonta recently. The program was unusually interesting, as the following shows: Address of Welcome, Alva Seybolt, Esq., Oneonta; Response, Com. W. I. Bolton, Laurens; Address, Supt. D. L. Bardwell, Binghamton; Should the Principal Manage a Village Lyceum Course? H. M. Dann, Gilbertsville, and H. C. Plum, Cherry Valley; The Study of Greek in Otsego County, J. G. Traver, Hartwick Seminary, and R. S. Roulston, Oneonta; The Batavia Plan of Industrial Instruction, (a) Is it practical in Otsego's High Schools, (b) If so, how accomplished, W. D. Johnson, Cooperstown, and James Pitcher, Hartwick Seminary; What Advantage Does Professional Training Give a Teacher, Dr. P. I. Bugbee, Oneonta, and E. B. Callahan, Richfield Springs; What Should be Done with Pupils who are Natural Drones? Frank Ingalls, Otsego, and H. L. Tipple, Worcester; What Should be the Nature of Morning Exercises and how Best Conducted? Frank Stanbro, Morris, and M. R. Porter, Laurens.—Miss Minnie Olive has resigned her position in the Cooperstown High School.—The meeting of the Teachers' Association of the first district was held at Schenevus, June 7th and 8th.

Rensselaer.—All of the present teachers of the city schools of Rensselaer have been reengaged except Miss Alice Jones, who has resigned her position. The salary of Superintendent Wickham was made \$1,500, and that of Prof. McDonough, musical director, was increased to \$400.—The twenty-ninth annual meeting of the Rensselaer County Teachers' Association met at Bath-on-the-Hudson. The officers of the association were President, Fred. J. Bohlman, Valley Falls; Vice-President, Charles R. Miller, Best; Corresponding Secretary, Cora L. Brooks, Valley Falls; Treasurer, Miss M. E. Whitaker, Lansingburgh. The program was as follows: "The Needs of the Association," Miss M. E. Whitaker, Lansingburgh; Discussion; "Reading," Prof. Edward Everett Hale, Jr., Union University, Discussion; Optional Topics: Semi-Annual vs. Annual Promotions in the Grades; Should Decimal Fractions be Taught Before Common Fractions? If so, why? English Work of the First Five Years.—Miss Gertie Hall has been appointed a teacher at Rensselaer in place of Miss Alice Jones.—A student of Troy Academy, Harry L. Everill, won the first prize in the inter-academic speaking contest.

Rockland.—The Rockland County Teachers' Association convened at Stony Point. The program was as follows: "Address, 'The Old and

New Education," James M. DeGarmo, A. M., Ph. D.; quartet, "The Bridge," Miss Vreeland, Miss Wiles, Mr. Charles Nickerson, Jr., and Mr. Harold Keesler; recitation, selected, Master Ralph Hurd; address, "Some Mistakes of Teachers," James Winne, A. M., Principal of Poughkeepsie High School. The officers of the association are: Commissioner, John W. Sherwood; President, J. M. Case, Stony Point; Vice-Presidents, Principal Roy Hale, Hilburn; Principal George Sykes, Stony Point; Superintendent L. O. Markham, Haverstraw; Principal G. W. Miller, West Nyack, and Miss Ida Rodger; Secretary and Treasurer, Miss Maud E. Scofield, Stony Point.

Saratoga.—The Saratoga County Teachers' Association met at Saratoga Springs and discussed the following topics: Libraries—Their Importance and Usefulness; Detention after School—Does it Pay?; A Cure for Tardiness; Laboratory Courses in Science; Electives in Secondary Schools; Rural Schools—Their Influence and Importance; How to Teach Sixth and Seventh Grade Pupils to Reason. Inspector I. O. Crissey, of the Regents' office, Albany, gave a profitable talk on "Business Education as it Relates to High Schools." He contended that the business course should be made as strong as any other, and that it should come the last two years of the school course. Superintendent Howe of the Whitehall High School, illustrated by class exercise the method of spelling as taught in the schools of that village. It was decided to hold the next meeting in February, 1902, instead of May. In all probability Saratoga will be selected as the place. These officers were elected: President, A. A. Lavery, Ballston Spa.; vice-president, N. C. Coleman, Schuylerville; secretary-treasurer, Miss Ella Tucker, Stillwater; executive committee, F. L. Smith, Bирchton; J. T. Rice, Corinth; W. U. Hinman, Stillwater, and Miss Anna M. Spence, Saratoga Springs.

St. Lawrence.—The semi-annual meeting of the Third Commissioner's District Teachers' Association discussed the following subjects: "What portion of the teacher's time should be devoted to individual work?" The following persons participated: Effie E. Clark, A. J. Fields, M. G. Barnett, W. C. Davis, Conductor Smith and Commissioner MacDonald. The general opinion of the speakers seemed to be that individual work was a good thing and should be used wherever possible, but that most of the teachers of the district should go carefully in trying the plan as described. "To what extent is self-government feasible in the public school?" was discussed by Miss Taylor, Miss Randall, Mr. Sanford and Inspector Bliss. Most of the speakers believed that those teachers who tried self-government in their schools would fail. The election of officers resulted as follows: President, C. F. Simpson; vice-president, Jessie E. Taylor; secretary, Mabel U. Kingston; treasurer, H. P. Baum; executive committee, Commissioner MacDonald, Susan Lewis, A. J. Fields, the president ex-officio.

Schoharie.—J. Lincoln Abercrombie, for two years located at Portland, Me., has been engaged as principal at Jefferson. He is a graduate of Colgate University. His first assistant will be

Miss Florence O. Cook, of Alfred, and Miss Margaret H. Dewey, of West Hebron, N. Y., will teach the intermediate department. She is a graduate of the Plattsburgh Normal School.—The Schoharie County Teachers' Association met at Central Bridge and carried out the following program: Arithmetic, Professor Curtis, of the Oneonta Normal; an interesting paper on the Sea and its Inhabitants, Professor Peters, of Sharon Springs; The Necessity of an Education, Principal Bissel, Esperance; The Teacher's Duty Respecting the Future of the Pupils, Principal Breeze, Schoharie; Percentage, Miss Mary Corry, Cobleskill; Reading, Miss Anna E. Pierce, State Normal College. Officers elected for ensuing year: President, Principal S. C. Kimm, Middleburgh; secretary, Urminda C. Becker, Central Bridge; treasurer, Vernon Grovner, Central Bridge.

Steuben.—Among new teachers engaged by the commissioners of Hornellsville are: Chris. A. Hartnagel, who will have charge of the science department; Miss Frances W. English, Latin and Greek, and Miss Lulu M. Curtis, music and drawing. Mr. Hartnagel is a graduate of Union College and the Albany State Normal College, and has been head examiner in the Regents' office. Miss English is a graduate of the Fredonia Normal and Greenville, Ill., College, and Miss Curtis a graduate of the Cortland Normal. There is no doubt of the ability and efficiency of these successful candidates.—The Hornellsville schools, under the administration of Supt. Elmer S. Redman, are making marked progress.—Miss K. E. Hubbard, of Dansville, has been appointed training class teacher at Cohocton.—The board of education of North Cohocton and Atlanta Union high school have tendered contracts to the following teachers for the coming year, all of which have been accepted: Prof. Angelo O. Tucker, principal; Miss Katharine Hubbard, of Dansville, training class department; Miss Mae Hatch, of Atlanta, assistant of academic department; C. L. Kimball, intermediate department; Miss Loleta Bugh, of Atlanta, primary department. The grammar department is filled by Miss Jennie E. Rathbun (Albany Normal), Warren, Herkimer county, N. Y. The board intends to have one of the best corps of teachers for the coming year it ever had. Principal Tucker, who has given such good satisfaction during the past two years and raised the school to where it now is, has been retained at an advance of salary without having asked for it. They have the only training class permit in the commissioner district. Already sixteen have signified their intention of joining the class.

Suffolk.—Two of the East Islip teachers, Misses Ketcham and Terry, have resigned. They accept positions elsewhere. Their places are filled by Miss Martha Briggs, of Cortland, and Miss Elizabeth Hawkins, also of Cortland.—Miss Blanche L. Babcock, of the Sag Harbor school, has accepted a position in New York City, and Miss Ruby S. Hagin, of the same school, a position at Bellvale, N. J.—Miss Eleanor Howard, of Southold, has been elected to a position at Bay Shore.

Sullivan.—Mrs. Ayres and Miss Francis, of the faculty of the Monticello high school, have resigned their positions.

Tioga.—H. B. Tilbury, of Towanda, Pa., has been elected superintendent of the Owego schools. Prin. T. H. Russell has been re-elected principal at a substantial increase of salary. The preceptress will be a Miss Ostrander, of Almond, who has been a teacher in the Belmont schools.—A special meeting of the Council of Academic Principals of Tioga County was held at the Owego high school building, with Prof. E. L. Moore, president of the council, in the chair. There was a good attendance. The principal feature of the meeting was an interesting and practical address by S. H. Shear, of White Plains, president of the Academic Council of New York City.

Tompkins.—Chancellor McDowell, of the University of Denver, recently addressed the teachers of Ithaca upon the subject, "The Teacher's Opportunity."—M. C. Smith, principal of the school at Slatersville Springs, has secured a position at Andes, N. Y.—Miss Pearl La Shier, of Ithaca, has accepted a position in the Syracuse schools.

Ulster.—The meeting of the Teachers' Association of the first commissioner's district, was held at Kingston. The following program was taken up: Reading, methods, Miss Marion Van Steenburg, Miss Fayette P. Knight and Prin. John D. Murphy; Mental Arithmetic, its value and how to teach it, Prin. C. F. Carnwright, Prin. William J. Schoonmaker; Elementary English in the Grades, what results expected and how obtained, Miss Margaret H. Lucey, Prin. John E. Shull and Prin. P. H. Cullen; Essentials in Education, Prin. Fred. N. Moulton, Prin. Myron J. Michael and Prin. Franklin P. Coons; School Room Decoration, Miss Ophelia Riseley and Miss Jennie E. Bovee; School Libraries, Prin. William A. McConnell and Prin. Roscoe C. Craft. The person whose name appears first after the topic presented that topic before the association and the person whose name follows opened a discussion on the topic.

Warren.—The Warren County Teachers' Association has elected the following officers: President, Christopher Keller, Luzerne; vice-presidents, H. O. Page, of Bolton; H. P. Hotaling, of Chestertown; Lillian Banks, of Caldwell; Jennie E. O'Connell, of Hague; Alice S. Owens, of Horicon; J. Edward Smith, of Johnsburg; Lillian S. Gage, of Luzerne; M. Alice Baker, of Queensbury; Earl P. Murray, of Stony Creek; Margaret E. Smith, of Thurman; E. W. Benedict, of Warrensburgh; treasurer, Katherine McGinn, of Hadley; secretary, Miriam C. Smith, of Chestertown; executive committee, the president, secretary, school commissioners and Prof. G. C. Peary, of Caldwell.

Washington.—Ill-health has compelled the resignation of Miss Edna Wells, a teacher in the Granville high school.

Westchester.—The County Association convened at White Plains, and carried out an interesting program as follows: The address of welcome was made by Dr. H. E. Schmid, president of the White Plains Board of Education. The program included music by the Bloomingdale Quartet; "English in the Grades," Supt. F. G. Spaulding, Passaic, N. J.; general discussion, opened by Supt. S. R. Shear, White Plains; re-

port of secretary and treasurer; physical culture drill directed by Miss F. Bisset, White Plains; "Some Good Things of Teachers," Dr. W. McAndrews, Brooklyn. The election of officers resulted as follows: President, E. G. Lantman, of Port Chester; vice-president, Miss Bertha E. Berbert, of Tarrytown; and secretary, R. A. Macdonald, of Irvington.—Principal Millar, of Mount Kisco, has accepted the principalship of the school at Fishkill Landing. His place has been filled by Phil. H. Hembelt, of New York City.. Miss Margaret E. Eastman, of Potsdam, has been elected in place of Miss Wilcox.—Miss Florence Titus, a recent teacher in the Port Chester school, died at her home in North Spencer.

Yates.—Claude Boormun, of Geneseo, has been elected principal of the Rushville union school.—D. B. Smith, assistant principal of the Dundee school, has been elected principal of the same, to take the place of J. W. Thompson, who has been elected superintendent of the Penn Yan schools. Both appointments are well-merited, and a recognition of service and ability.—The resignation of Jay Crissey, as superintendent of the Penn Yan schools is regretted among the school men, with whom he is deservedly popular. He has been very efficient in the administration of his duties.

GREATER NEW YORK

Manhattan.—Prof. Charles DeGarmo, of Cornell University, was the principal speaker at the recent meeting of the High School Teachers' Association. He talked upon the subject, "Survival in Education." Others who spoke were: Commissioners Morris, Sterne and Burlingame, and Associate Superintendents Jameson and Marble. The business session of the meeting was held and Frank Rollins was elected president for the ensuing year.—One of the most pleasant and successful school dinners ever given in the borough was given in honor of President Miles O'Brien, at the Hotel Savoy. More than two hundred guests were present. Pres. John T. Nicholson, of the State Teachers' Association, was toastmaster.—The teachers of the East Side Evening High School held their third annual dinner recently. Dr. William C. Hess, principal of the school presided as toastmaster.—Dr. W. J. Gallivan, president of the Boston Board of Education, was a guest at the dinner given President Miles M. O'Brien.—The resignations of the entire faculty of the School of Pedagogy of New York University, including that of the dean, have been accepted. They were called for in order to give the council of the school opportunity to adjust the differences between certain members of the faculty. Professors Frederick Montesser and Linnaeus La Fetra were not at all mixed up in the matter.—There has been something of a revolt among certain principals of the Borough of Manhattan because of assignment of Richard M. Robinson, a colored teacher of music, as supervisor of musical instruction in their schools. They also have the sympathy of subordinate teachers. Supt. John Jasper, however, does not recognize the existence of a color line in New York, except for valid reason.—Ladies' night meeting of the Schoolmasters' Club was held at

the St. Denis hotel, and a pleasant and profitable time enjoyed. Supt. John H. Haaren was president of the meeting. Deputy State Superintendent of Public Instruction Howard J. Rogers addressed the meeting upon the subject of "Education at the Paris Exposition." He described the exhibits of the different nations, and made clear and interesting comparisons of the same.—Nearly 200 sat down to the dinner given by the lecturers and superintendents of free lectures at the Hotel Manhattan. Mr. Herbert L. Bridgman presided. Dr. Henry M. Leipziger, the supervisor of free lectures, reviewed the work done during the year in a manner very interesting.—The meeting of the New York Educational Council was addressed by Hon. Frank A. Hill, secretary of the Massachusetts State Board of Education. Toasts were responded to by State Superintendent Charles R. Skinner, Supt. Andrew W. Edson and Supt. A. B. Poland.—Hamilton W. Mabie lectured before the Kindergarten Teachers' Association recently on the subject, "The Creative Spirit in Education." The president of the association is Miss M. S. Bruseck.—Mrs. Marguerite A. Elger has accepted the nomination of president of the Primary Teachers' Association.—In the list of possible appointees to the position of principal of the High School of Commerce mentioned are John W. Davis, Edward M. Stitt, W. C. Hess and William McAndrew, of Brooklyn; Associate Superintendents George S. Davis, Henry W. Jameson, A. P. Marble, A. W. Edson, of Manhattan; Supt. J. H. Haaren, Dr. Walter B. Gunnison and Dr. Buchanan. Besides these Supt. W. H. Maxwell, State Superintendent Charles R. Skinner and Dr. F. R. Lane, superintendent of high schools of Washington, are also mentioned. Certainly there is sufficient opportunity to select a good man.—A fire in building No. 34 damaged the building to the amount of several thousand dollars.—The Male Principals' Association met at the Hotel Manhattan. Superintendent Maxwell addressed the association, speaking of some of the important questions of interest to the school men present.

Brooklyn.—A meeting of prominent school men, with others, was recently held to discuss the matter of forming a university club. A committee was appointed to draft a constitution and by-laws. The movement has the support of many prominent citizens.—The popularity of J. V. Sturges, of Pratt Institute, is shown by the considerable increase of salary granted him. He will receive \$2,300.—Henry C. Chapin, of the E. D. High School, has been made an Honorary Fellow of the Society of Biological Chemistry, for service rendered in the cause of science.—The Department of Pedagogy of Brooklyn Institute recently chose the following officers: President, William L. Felter, Ph. D.; vice-presidents, Miss Sarah E. Scott, M. A., and Supt. J. M. Edsall; secretary, LaSelle H. White.—The Brooklyn Teachers' Association have elected the following officers: President, Dr. William L. Felter, Principal of the Commercial High School; first vice-president, Miss Julia I. Jones, head of department of Public School No. 3; second vice-president, Miss Elenore E. Elliott, principal of Public School No. 57; recording secretary, John J. Winters (renominated); corresponding secretary, Robert L.

Robbins, teacher, Public School No. 103; treasurer, D. O'C. Walsh, librarian, Boys' High School.

Queens.—A recent issue of *School* contained an appreciative sketch of the life and services of Prin. J. D. Dillingham, of the Newtown High School. He was the first president of the Queens Borough Teachers' Association.

AMONG THE COLLEGES

NEW PALTZ NORMAL

The annual commencement of the Normal School will be held the week beginning June 23. Prof. S. T. Dutton, of the Teachers' College, New York City, will deliver an address on Monday evening, June 24.

The New Paltz Normal School is the pioneer in the work of manual training. A well-equipped printing plant, for instance, is owned by this institution, and much of the printing for the school is done by the pupils. Classes are instructed in the mysteries of the "art preservative." It gives to the pupil a fresh incentive to write compositions, if he have the knowledge that he will be allowed to put the same in cold type and have it printed. Basket making is also a feature of the work done, and some excellent results are obtained. Pupils may also be seen at work in both flower and vegetable gardens.

The necessity of fire drills is recognized in the New Paltz Normal, and under the instruction of the faculty the building is emptied of its occupants with the sounding of the alarm in one minute. Under the city government plan a complete and carefully trained department mans the entire apparatus of the building, opens doors, and makes ready fire escapes with almost incredible swiftness.

GENESEO STATE NORMAL SCHOOL

Prin. John M. Milne has recently received word from the Department of Education of the United States Philippine Commission informing him that he could have the privilege of appointing three young men who are graduates of the Geneseo Normal to serve as teachers in the public schools of Manila, P. I. The men appointed are Messrs. William R. Rosencrans '98, Charles Magee '97 and James S. Warren '01. These young men will leave for Manila about the middle of July, and the contract is of three years' duration.

Miss Mary F. Isaminger, teacher of drawing, and painting, of the school faculty, was recently called to her home in Washington, D. C., by the death of her step-father, Glenn Cooper.

The faculty and students of the Normal received an invitation from the local Post of the G. A. R., to participate in the celebration of Memorial Day, by marching in the parade on that occasion, and a goodly number of the students accepted the invitation. School was closed in the afternoon.

A formal reception was held in the school parlors by the faculty for the students, Wednesday evening, May 29. Receptions of this character

are held every ten weeks for the purpose of bringing the faculty and students together socially.

The graduating class this year numbers 150 members. Commencement day is June 25th. The week preceding commencement will be given up entirely to the different fraternities, each of which will produce a literary program followed by a play. Dr. Merrill Edwards Gates, formerly president of Amherst College, will deliver the address to the graduating class. Dr. Gates is now in the government employ in Washington, D. C.

PLATTSBURGH NORMAL SCHOOL

During the past month Principal Hawkins has assisted in teachers' institutes at Malone, Crown Point and Essex, and Professor Southwick at Malone.

Miss Laura Sproat, who has been teaching at Plattsburgh, has secured a position at New Rochelle; and Miss Alice Banks, who has been engaged at Fort Edward, has a position at Chatham. Both have increased salaries.

This year's graduating class numbers thirty-seven. Many of these have already secured positions. Besides those mentioned last month, we note the following: Miss Margaret Warner, at Plattsburgh; Miss Elizabeth O'Brian, kindergarten, at Fort Plain; Miss Rose Tabberah, at Schuylerville; Miss Birdella Washburn, at Remsen; Miss Myra Young, at St. Johnsville, and Miss Mary Holcombe, assistant principal at Mineville, at a salary of \$600. Many others have positions in view, but have not yet arranged contracts.

The senior class has voted to leave a memento to the school.

The exercises of commencement week are as follows:

Thursday, June 20.—Closing exercises of Practice school, 8 p. m. Friday, June 21.—Reception

by the Agonian, Clionian, Delphic and Philaethean societies, 8 p. m. Saturday, June 22.—Senior class reception, 8 p. m. Monday, June 24.—Class day exercises, 2:30 p. m.; Junior promenade, 8 p. m. Tuesday, June 25.—Graduating exercises, presentation of diplomas by Deputy State Superintendent Howard J. Rogers, 10 a. m.; Alumni Reunion, 8 p. m.

FOR THE CHILDREN—THE SPELLING MATCH

Ten little children, standing in a line,
"Fuly, fully," then there were nine.

Nine puzzled faces, fearful of their fate,
"Cilly, silly," then there were eight.

Eight pairs of blue eyes, bright as stars of heaven,
"Bussy, busy," then there were seven.

Seven grave heads, shaking, in a fix,
"Laidy, lady," then there were five.

Six eager darlings, determined each to strive,
"Dutie, duty," then there were five.

Five hearts so anxious, beating more and more,
"Scollar, scholar," then there were four.

Four mouths like rosebuds on a red rose tree,
"Mery, merry," then there were three.

Three pairs of pink ears, listening keen and true,
"Onley, only," then there were two.

Two sturdy laddies, ready both to run,
"Turky, turkey," then there was but one.

One head of yellow hair, bright in the sun,
"Hero, hero," the spelling match was won.
—San Francisco Examiner.



IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has granted college graduate certificates to the following named persons: Florence May Storrs, Canton, St. Lawrence University, 1896; Neil Kirk White, Albion, Hamilton College, 1898; Mary Eva Markwick, Schuylerville, Cornell University, 1898; Theodora Ada Phelps, Dunkirk, Vassar College, 1895; Anna Elizabeth Haworth, Waverly, Cornell University, 1897; William George Clarke, Penfield, Toronto University, 1895; Margaret R. Brendlinger, Poughkeepsie, Vassar College, 1889; Emeline Keeler Hunt, Poughkeepsie, Vassar College, 1895; Alma Louise Klock, Poughkeepsie, Syracuse University, 1895; Harvey Newcomer, Poughkeepsie, Franklin & Marshall College, 1892.

DECISIONS IN APPEALS

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Augusta Frank against board of education, city of New York. Two appeals consolidated. Petition to vacate decision No. 4755 rendered February 28, 1899, and for a rehearing of the consolidated appeals. Petition denied.

Erastus Dixon v. Myra L. Ingalsbe, as school commissioner, second commissioner district, Washington county. Appeal from order or decision of such commissioner, made December 10, 1900, refusing to dissolve school district No. 12, Hebron, Washington county. Appeal dismissed.

Cornelius Bathrick and others v. Abram Smith, school commissioner first commissioner district, Columbia county. Appeal from an order made by such commissioner, made on February 26, 1901, condemning the schoolhouse in school district No. 4, town of Clermont, Columbia county, as wholly unfit for use and not worth repairing. Appeal dismissed and order of the commissioner affirmed.

Marion McA. Christie v. the board of education of the city of New York. Appeal from action of borough superintendent of schools of the borough of Manhattan in the city of New York, in the alleged revocation of a license given to the appellant to teach cooking in the schools of the borough of Manhattan, and in the alleged dismissal of the appellant from such position; also, from certain acts and decisions by the board of education, school boards and school officers, alleged in the appeal. Appeal dismissed.

James E. Selfridge v. John T. Rice, school commissioner of second commissioner district of Saratoga county. Appeal from certain orders and amended orders, made by the school commissioner, dissolving school district No. 1, town of Northumberland, Saratoga county, and uniting the territory theretofore comprising district No. 1 to the then adjoining school districts Nos. 3, 4, 5, 6 and 9 respectively in said town of Northumberland. Appeal dismissed and the orders and amended orders appealed from affirmed.

UNIVERSITY OF THE STATE OF NEW YORK

Authorized announcements June, 1901

Appropriations and apportionments. For the year ending September 30, 1901, the legislature appropriated, under the academic fund, \$313,730, amending, at the same time, the Horton law so

that thereafter \$350,000, an increase of \$36,270, would be available for grants to each registered academic school as follows:

1. A quota of \$100.
 2. A grant equal to the amount raised from local sources, but not to exceed \$250 annually, for approved books and apparatus.
 3. A proportionate share of the balance on the basis of the attendance of academic students according to the university ordinances.
- The amended bill reduces to \$250 the maximum annual grant for books and apparatus, the balance so saved to be apportioned on attendance. As comparatively few schools took advantage of the former maximum of \$500, the amendment insures a more equitable distribution.

October 1, 1901, the last apportionment will be made for credentials and for attendance at the rate of one cent a day for each academic student.

Publications. The following university publications were issued in May:

- Regents report, 1900. 75c.
- Regents' bulletin 53: Proceedings association of colleges and preparatory schools of the Middle States and Maryland, 1900. 25c.
- College department report, 1900. 75c.
- High school department report, 1899. 75c. a volume.
- High school department bulletin 12: Proceedings associated academic principals, 1900. 25c.
- High school department bulletin 13: Proceedings science teachers association, 1900. 35c.
- Extension department report, 1898. 75c.
- Home education bulletin 37: Public libraries port, 1900. 15c.
- Home education bulletin 38: Public libraries report, 1900. 25c.
- Legislation bulletin 14: Taxation of corporations in New York, Massachusetts, Pennsylvania and New Jersey. 25c.
- Bibliography 25: China and the Far East. 20c.
- Museum bulletin 43: Clam and scallop industries. 10c.

Pan-American. Exhibits from the six departments of the university have been installed in the Mechanics and Liberal Arts building, also additional exhibits as follows: Minerals and paleontology in the Mining building, botany in the Agricultural building and entomology in the Forestry building.

Convocation. The Convocation program, of which the final edition will soon be printed, promises discussions of unusual interest and value by representative men of national reputation.

State library. More than 1,700 volumes were added to the library in April, making the total working collection 314,289 volumes. Of the 180,144 pamphlets in the library about one-third pertain to education.

Traveling libraries and pictures. Of the 1,950 volumes lent during the two months ending in May, 200 volumes were lent to libraries, 577 volumes on taxpayers' application, 704 volumes to study clubs, 144 volumes to schools and 325 volumes to special borrowers. 449 hand photographs, 17 wall pictures and 2,482 lantern slides were also lent.

Study clubs. The number of registered study clubs is now 455, including 10 registered in April and May.

Geologic map. The great map of the State of New York, which is under preparation by the State Engineer co-operating with the U. S. Geo-

BOOK NOTICES

AMERICAN BOOK COMPANY

ACADEMIC ALGEBRA, by William J. Milne, Ph. D., LL. D., President of the New York State Normal College, Albany, N. Y. Price \$1.25. American Book Company, New York, Cincinnati and Chicago.

In these days when the volume of new textbooks designed for use in the schools of this country is, perhaps, somewhat greater than the demands, the author of a text-book that secures the abiding interest and confidence of school men may know that his books possess real merit and are meeting the needs of the educational times. In the history of technical school literature the names of a few authors have been exalted—have become household words to the great fraternity of the public schools. In the schools of New York State especially, and throughout the eastern section of our country there are few high school graduates of later times who are not familiar with the name of William J. Milne, the author of a most successful series of mathematical text-books. Dr. Milne is an eminently practical school man, whose long service in the school-room exempts him from the necessity of theorizing concerning any subject, or any phase of the subject about which he writes. He employs the knowledge gained before his classes in preparing the matter contained in his text-books. From our examination of this last production of his pen, we believe that it will still further increase the author's popularity, and will secure that wide recognition that has been hitherto accorded to his books. It meets fully the most exacting requirements of the entrance examinations of any college or university in the country. The natural method of mathematical teaching has been followed, the student being led to make the proper inferences, to express these inferences briefly and correctly, and to prove their truth by the method of deductive reasoning. The definitions are complete, yet clear and concise, and are in all cases fully illustrated. The examples are very numerous, and so graded that the more difficult ones may be omitted if desired, thus furnishing a briefer and easier course at the option of the teacher. The student's knowledge of arithmetic has, in every instance, been used as a basis for a thorough knowledge of numbers as they are considered in the science of algebra, so that progress towards the broader ideas of number is easy, and algebraic truths are readily comprehended.

ALLERET, by Agnes Fahsel. American Book Co., New York.

The author has selected for this volume simple, yet interesting stories for use of German students in intermediate grades. The book is designed largely for supplementary reading.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES, by Israel Ward Andrews, D. D., LL. D. Revised by Homer Morris, LL. B., of the Cincinnati Bar. Cloth, 12mo, 431 pages. American Book Company, New York, Cincinnati and Chicago. \$1.00.

For twenty-five years Andrews' Manual of the Constitution has been one of the leading works

logical survey, will when completed have a north and south length of about 23 feet and an east and west width of 25 feet. The scale of this map is so large, one mile to the inch, that every street in the towns, and outside of them every road and house, every stream and hill will be shown, and with contour lines drawn at 20-foot intervals it is possible for one to tell at a glance the height of any hill, or other selected spot. Nearly one-half of the area of the State has been covered. The map is divided by lines of latitude and longitude 15 minutes apart into quadrangles. Several of the quadrangles of this map colored geologically have been prepared under the direction of the State paleontologist, the Amsterdam sheet, parts of sheets composing Rockland county, and portions of Albany and Rensselaer counties, Niagara Falls and vicinity, including the city of Buffalo, and others are in preparation, notably those of Olean, Salamanca, Canadaigua, Naples, Chittenango and Tully, and the area will be increased as rapidly as practicable for the purpose of giving to students geologic maps of their own localities as accurate in detail as the geographic map which has served as the base for the geologic coloration.

Type specimens of fossils. The State paleontologist has completed the enumeration of type specimens of fossils in the museum. The statement has frequently been made that the types of the paleontology of New York went to the American Museum of Natural History with the sale of the Hall collection to that institution in 1876. Some of them did, but the present enumeration shows that they constituted but a small part of the total. There are now in the State museum over 5,000 of these invaluable specimens, several times the number of New York types contained in all other museums and collections. A detailed catalogue of these type specimens will be issued presently.

Entomologic field station. This will be in charge of Dr. James G. Needham, of Lake Forest University, and, through the courtesy of Prof. J. H. Comstock, will be located for the coming season at Cornell University. The main work will be the completion of some studies begun last season at Saranac Inn. Special attention will be given to midges and damsel flies and fish and frog food.

STATE TEACHERS' ASSOCIATION

The New York State Teachers' Association will meet in Buffalo July 5 and 6, 1901. The meetings will be held in the Buffalo Central High School, on Court Street. The headquarters will be at the Genesee Hotel, corner of Main and Genesee sts.

A reception to visiting teachers will be held in Convention Hall, corner of Virginia Street and Elmwood Avenue, Friday evening, July 6th.

All teachers who intend to be present should write to Mr. C. N. Millard, chairman of local committee, Municipal Building, Buffalo, N. Y., at as early a date as possible so that rooms may be reserved. On arriving in Buffalo teachers should go at once to the Buffalo Central High School, where the local committee will assign them to quarters on presentation of membership ticket. The latter can be obtained here by those who have not secured them.

(Signed) C. N. MILLARD,
Chairman Local Committee.

on the subject, and we are glad to see that in this edition a standard text-book has been thoroughly revised and brought up to date in all particulars. The original publication grew out of the author's own necessity for a concise yet thorough and practical treatise, and in the revision the utmost care has been taken to keep to the original design of the book. It now includes the recent interpretations of the Constitution by the Courts, and the important statutes calculated to produce permanent political effect. In addition, such modern topics as Our Island Possessions, the Interstate Commerce Commission, the Law Against Trusts, and the Civil Service Commission, are fully treated, both as to their histories and their constitutional aspects.

A SPANISH GRAMMAR, for the Use of Schools and Colleges, by Samuel Garner, Ph. D., recently Professor of Modern Languages in the United States Naval Academy. Cloth, 12mo, 415 pages. Price, \$1.25. American Book Company, New York, Cincinnati and Chicago.

In view of the constantly growing importance of the relations with our Spanish-speaking possessions and neighbors, a book such as this, which will equip the student thoroughly with an accurate and ready knowledge of the language, both for reading and conversation, is an essential in all schools. The method of instruction is that successfully employed by the author in his classes at the Naval Academy. This makes the grammar a practical working text-book. Its simplicity and clearness of presentation are noteworthy, and it contains all the essentials of syntax without entering into theoretical or abstruse questions. It gives constant drill in sentence-building, as well as ample practice in memorizing illustrative Spanish sentences.

INTRODUCTORY LESSONS IN ENGLISH LITERATURE. By I. C. McNeill, President of the Seventh Wisconsin State Normal School, and S. A. Lynch, Teacher of English in the Central High School, Superior, Wis. Cloth. Price, \$1.00. American Book Company, New York.

The authors of this book, in its preparation evidently believe that the best presentation of the subject of English literature is that which creates in the student a taste for good reading. It contains some of the best selections from standard works, arranged with care to bring out the different art forms of our language in both prose and poetry. Each selection is followed by exercises intended to arouse a thorough analytical study of its lines, and a clear understanding and appreciation of the author's thought; and a conception of the value of the selection as a piece of classic literature.

HOW TO TEACH READING AND COMPOSITION. By J. J. Burns, M. A., Ph. D. American Book Company, New York.

The writer has in mind, in preparing this volume, the necessity of training the boys and girls to read and write the English language properly. He has made some excellent selections from standard authors, and thoroughly examines both thought and construction. Sometimes this is done by notes and observations, and sometimes by direct questions.

NEW EDUCATION READERS. A Synthetic and Phonic Word Method of Teaching Reading. By A. J. Demarest and Wm. H. Van Sickle. Book Three, Cloth, Square 12mo. Price 40 cents. American Book Company, New York. An admirable little volume, intended for work in the second school year. The work is divided so as to conform with the months of the year, possessing an adaptability to nature work. Its selections are well made, and will tend to create in the child interest in reading, and a desire for good reading.

A TEXT-BOOK OF PSYCHOLOGY. By Daniel Putnam, LL. D., Professor of Psychology and Pedagogy in the Michigan State Normal College. Cloth, 12mo, 300 pages. Price, \$1.00. American Book Company, New York.

This work is equally well adapted for the general reader and for the student. It presents in simple and direct language a clear exposition of the generally accepted principles of psychology. A chapter is devoted to the moral nature and moral law, the evil effects of hypnotism are clearly indicated, and the subject of the emotions receives more attention than is usual.

ORAL LESSON BOOK IN HYGIENE, by Henrietta Aurelia Myrick. American Book Company, New York.

The young pupil is very apt to find the study of hygiene dry and uninteresting. The author in this little volume takes up the subject in a conversational way, and relieves it of much dullness.

For the beginners of the important study of physiology we have seen no books better prepared than the *New Century Primer of Hygiene*, by Mrs. Jeannette Winter Hall, and the *Intermediate Physiology and Hygiene*, by Winfield S. Hall, and Jeannette Winter Hall, and published by the American Book Company, New York city. An outline of the whole subject of physiology is given in these volumes, in language that is free from technical terms, and easily understood and comprehended by any child. The style is not that of a treatise, but rather of a story, which is so well told that this usually dry subject will become interesting to the young pupil for whom it is intended.

EL CAPITÁN VENENO, by D. Pedro A. De Alarcón. Edited by George Griffin Brownell, Professor of Romance Languages, University of Alabama. Price, 50 cents. American Book Company, New York.

D. C. HEATH & CO.

TWO-BOOK COURSE IN ENGLISH, by Mary F. Hyde. D. C. Heath & Co., Boston.

The author of this two-volume course of study of the English language is well qualified to make it valuable. She has certainly done so. The books are prepared for beginners, and provide for a three years' course. The author expresses the aims of the work as being to develop the child's power of thought, to form in him habits of correct expression, and to give him a taste for good literature. The books furnish a natural course of development of language together with a well-planned study of grammar. The illustrations in the first volume

are good, and the typographical appearance of the books is well up to the high standard of this house.

LESSONS FOR LITTLE READERS by E. G. Regal, D. C. Heath & Co., Boston.

A reading book for the first school year, to be used as supplementary for sight reading. An ideal book in every respect.

STORIES OF PIONEER LIFE, by Florence Bass, D. C. Heath & Co., Boston.

Some actual happenings in the lives of the early settlers of our country, well and interestingly told. Designed for young people.

STRANGE PEOPLES, by Frederick Starr, D. C. Heath & Co., New York.

A well-written volume filled with interesting sketches of the less-known people of the world.

We have received several of *Heath's Home and School Classics*, published by D. C. Heath & Co., Boston. They are published both in paper and cloth, at the low price of 10c. and 15c. in paper and 20c., 25c. and 30c. in cloth.

A fine addition to the teachers' library is **READING. A MANUAL FOR TEACHERS**, by Mary E. Laing; D. C. Heath & Co., Boston, publishers. It is so practically written and so clearly discusses the psychology of underlying principles in reading, that it will be of much value to the teacher who peruses it.

D. C. Heath & Co., publishers, Boston, are just about to issue Bruno's *Le Tour de la France par Deux Enfants*, illustrated, and abridged and edited, with notes and vocabulary, by C. Fontaine, Director of French in the high schools of Washington, D. C.

This work in its original form, which, of course, was far too large to be used by American pupils, is one of the most extensively used texts in France. In the form of a story about two French boys, the pupil is carried through France, and becomes acquainted with the people, customs, manners and industries, and acquires at the same time an extensive and practical vocabulary, as so many words are not commonly met with in purely literary productions.

Kant on Education, being Volume 36 in Heath's Pedagogical Library, will appear in May. This is a translation of the great philosopher's *Ueber Pädagogik*, by Anette Churton. C. A. Foley Rhys Davids has written a suggestive and timely introduction to the volume, pointing out the exact contribution which Kant has made to pedagogy. The translation has been provided with a running marginal index, and represents the first attempt that has been made to present Kant's great work in English. The publishers are D. C. Heath & Company, Boston.

CIVIL GOVERNMENT, by J. R. Flickinger, A. M., Sc. D. D. C. Heath & Co., Boston.

One of the best texts that shows the development of government in the United States, and the transition from different local systems.

THE MACMILLAN CO.

POE'S PROSE TALES, Edited and Selected by Edmund Clarence Stedman and George Edward Woodberry. The Macmillan Company, New York City.

This little leather-bound, pocket edition of Poe's prose tales, contains within its covers some of the best sketches that came from his pen. It also gives an appreciative sketch of the life, character and literary service of this genius of American letters, and notes upon the selections. The editorship, the author from whom the selections are made, together with the beauty and convenience of the binding and size, and the low price of the book, will make it a popular addition to the publisher's fine list.

THE COMMON SENSE OF COMMERCIAL ARITHMETIC, by George Hall. The Macmillan Company, New York.

This volume deals with such phases of commercial arithmetic as are applicable to the practical work of life. It is especially valuable in practical problems presented.

EXPERIMENTAL PSYCHOLOGY, by Edward Bradford Titchener. Macmillan Company, New York. Price, \$1.60.

It requires a technical knowledge of the author's subject, such as we do not possess, to give a review of this book that would be either just or valuable. The book is divided into two parts, the first taking up the subjects of Sensation, Affection, Attention, and Action. The second deals with Perception, Idea and the Association of Ideas. The author, from a superficial viewpoint, seems to have a well-systemized plan of dissection and analysis of the human consciousness, that will interest the student of psychology.

THE BLAISDELL SPELLER, by Etta Austin Blaisdell and Mary Francis Blaisdell. The Macmillan Company.

The authors plan their work with especial reference to developing in the pupils such power that they may be able to spell not only words which they have studied, but words never seen by them or seen only occasionally. Eye training and ear training lessons are a feature with this end in view.

TARR AND McMURRY'S GEOGRAPHY, THIRD BOOK, by Ralph S. Tarr B. S., F. G. S. A., and Frank M. McMurry, Ph. D. The Macmillan Company, New York.

Europe and other continents, with a review of North America, is the subject of this volume. Much can be said for the completeness, the practicality and the arrangement of this book. It is published in 8vo form, its illustrations are taken largely from photographs, and its maps are clear and correct. The subject matter is thorough and authentic.

PLANE AND SOLID GEOMETRY, by Arthur Schultze, Ph. D., and F. L. Sevenoak, A. M. The Macmillan Company, New York.

To our observation the successful and attainable study of geometry depends largely upon whether or not the beginner grasps and understands first principles, and his work is systematically developed. This is the worthy aim of the authors of this book.

HOUGHTON, MIFFLIN & CO.

GREEK SCULPTURE, by Estelle M. Hurl. Houghton, Mifflin & Company.

A collection of sixteen pictures of Greek marbles. The author has gathered in this volume a variety of subjects, and gives the interpretation of each picture shown. Some of the most famous representations of Greek art are shown. The introduction points out some characteristics of Greek sculpture.

THE WOODPECKERS, by Fannie Hardy Eckstorm. Houghton, Mifflin & Company, Boston.

The author deals with this single group of birds in a manner decidedly interesting, and the reader appreciates that she has a broad knowledge of her subject. The book will attract readers of any age who have any interest whatever in birds. Fully illustrated and contains five colored plates by Louis Agassiz Fierstein, the leading bird artist in America.

The Riverside Biographical Series, published by Houghton, Mifflin & Co., Boston, have heretofore been alluded to in these columns as books of much value. We have recently received *John Marshall*, by James Bradley Thayer; *Ulysses S. Grant*, by Walter Allen; *Lewis and Clark*, by W. R. Lighton.

TITIAN, by Estelle M. Hurl. Houghton, Mifflin & Co., Boston.

A collection of fifteen pictures and a portrait of the painter, with introduction and interpretation of each picture.

EVERYDAY BIRDS, by Bradford Torrey. Houghton, Mifflin & Co.

A very valuable book in the study of nature. Well-written descriptions of the more common birds, their habits and characteristics. The colored plates are exceptionally good.

GINN & CO.

EASY STORIES, by Elizabeth A. Turner. Ginn & Co., Boston.

Miss Turner has contributed to the literature of childhood a very delightful little volume, under the above caption. Appreciating the desire of the child for that accomplishment so peculiar to the first days of their knowledge of reading, to read a "whole story" their "own-self," she has prepared this little volume to meet their needs. The stories contained are such as will fascinate the child, and, moreover, are sensible. The printer has done well his part in preparing the book, and the illustrations are good.

WIGWAM STORIES, compiled by Mary Catherine Judd. Ginn & Company.

This is a volume of stories told by the Indians themselves, traditional or otherwise, and have been gathered and written in pleasing style by the author. The illustrations are made by Angel de Cora, an Indian girl.

IRVING'S SKETCH BOOK, edited by Mary E. Litchfield. Ginn & Co., Boston.

This is a complete edition, carefully annotated. Printed in clear, large type. A sketch of the author is also given.

ENGLISH HISTORY, by D. H. Montgomery. Ginn & Company, Boston.

A recent edition of this superior work, giving all recent facts of English history, up to present date.

MISCELLANEOUS

ELEMENTARY INDUCTIVE GEOGRAPHY, by Mary R. Davis, and Chas. W. Deane, Ph. D. Potter & Putnam Co., New York.

This book is designed for the use of pupils below the fifth school year. It seems to be the aim of the authors to interest the child in and make him acquainted with plant and animal life, with social, industrial and commercial conditions of the people, and with the physical features of the earth in their relation to man. Life upon the earth, and its employments, is evidently the central idea. The work is splendidly illustrated, and is so usable and practical that it ought to be well received.

CONCERNING CHILDREN. By Charlotte Perkins Getman. Small, Maynard & Co., Boston, Price, \$1.25.

The student of the child will find this a valuable acquisition to his list of reading upon that subject. It is designed to aid in a fuller understanding of the life and development of children, combining philosophy, wit, and satire in one volume. It is a sensible and readable book.

CHATTY READINGS IN ELEMENTARY SCIENCE. Longmans, Green & Co., New York.

Three books of the series in Nature Knowledge have been sent us by the publishers. All are highly illustrated, and are written in a conversational style that is simple and attractive. A great variety of birds, animals, insects, etc., are taken up and their characteristics discussed.

ENGLISH GRAMMAR, by Larkin Dunton, LL. D., and Augustus H. Kelly, A. M. Thompson, Brown & Co., New York.

A grammar embracing the essentials of the structure of the English sentence, but simple enough to be clear to the grammar school pupil.

LIBERTY DOCUMENTS, selected and prepared by Mabel Hill. Longmans, Green & Co.

This is a valuable volume for students of constitutional history. The selections have been carefully made and the notes and suggestions are especially helpful.

We have received a practical little book containing 550 selections for grammatical analysis. The compilers are Maria W. Bishop, of the Cortland Normal School, and Thomas J. McEvoy, of Brooklyn.

Atwood's Standard School Algebra has been adopted by the board of commissioners of Trenton, N. J., for the high schools of that city.

Carroll's Geological Series, *Around the World*, have been adopted as regular text-books by the board of education, Indianapolis.

A Wholesome Tonic

Horsford's Acid Phosphate

Taken when you are tired and completely worn out, can't sleep and have no appetite, it imparts new life and vigor to both brain and body by supplying the needed tonic and nerve food.

**A Tonic for Debilitated
Men and Women.**

Genuine bears name "HORSFORD'S" on label.

BOOKS RECEIVED

LANE'S PRIMARY PICTURE CARDS. Ginn & Co., Boston.

LANGUAGE LESSONS. S. Y. Gillan & Company, Milwaukee.

SOLL UND HABEN, George T. Files, Ph. D., D. C., Heath & Co., Boston.

MARIE-LOUISE, edited by H. A. Guerber. D. C. Heath & Co., Boston.

SCRAP-BOOK RECITATIONS, by H. M. Sopher, T. S. Denison, Chicago.

COMFORT AND EXERCISE, by Mary Perry King. Small, Maynard & Co., Boston.

SELECTIONS FROM AUS DANISCHER ZEIT, by Laur-ence Fossler. Ginn & Co., Boston.

LEBERECHT HUHUCHEN, by Arnold Werner-Spanhoofd. D. C. Heath & Co., Boston.

THE QUINCY WORD LIST, by Frank E. Parlin, A. M. The Morse Company, New York.

SPENCERIAN PENMANSHIP, (Vertical Edition). American Book Company, New York.

FRENCH SYNTAX AND COMPOSITION, by Jeanne M. Bauvet. D. C. Heath & Co., Boston.

MATERIALS FOR GERMAN COMPOSITION, L. E. Horning, D. C. Heath & Co., Boston.

FRENCH GRAMMAR, by H. W. Fraser and J. Squair. D. C. Heath & Co., Boston.

BIRD DAY; HOW TO PREPARE FOR IT, by Charles A. Babcock. Silver, Burdett & Company.

OUR TEETH, Victor C. Bell, M. D., D. D. S. Young America Publishing Co., New York.

NOTES FOR TEACHERS OF ENGLISH COMPOSITION, by G. R. Carpenter. The Macmillan Company.

CHANDOGYA-UPANISAD, by Charles Edgar Little, Ph. D. American Book Company, New York.

ST. BASIL ON GREEK LITERATURE, by Edward R. Maloney. American Book Company, New York.

TERRITORIAL ACQUISITIONS OF THE UNITED STATES, by Edward Bicknell. Small, Maynard & Company, Boston.

1,000 WORDS TO SPELL, MARK, USE AND DEFINE, by Gertrude C. Ellis. William G. Smith & Company, Minneapolis, Minn.

THE STORY OF LITTLE NELL, by Charles Dickens. Edited with an introduction by Jane Gordon. Price 50 Cents. American Book Company, New York.

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	(a)	(b)	(c)	(d)
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Batavia	9,000	1,626	164	30 43
Canandaigua ..	7,000	982	243	22 27
Catskill	5,777	858	129	27 78
Cortland	10,000	1,087	73	18 84
Glens Falls	1,200	1,606	90	24 42
Haverstraw	5,500	946	123	21 62
Herkimer	5,800	1,021	124	22 92
Hoosick Falls ..	7,000	942	146	26 89
Malone	5,500	1,470	253?	23 80
Mechanicville	5,500	943	98	22 10
Norwich	*6,500	1,017	204	19 78
Oneonta	*7,000	1,184	181	19 50
Owego	6,000	987	160	29 37
Penn Yan	5,000	823	174	20 78
Plattsburg	9,733	1,802	171	20 79
Port Chester	8,500	1,347	72	29 89
Saratoga	14,000	2,383	176	26 48
Seneca Falls	5,890	936	165	19 92
Sing Sing	8,500	1,109	143	27 12
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SUPERINTENDENT CHARLES R. SKINNER: June 21, New York training school for teachers; June 24, Fonda; June 25, Oneonta State Normal school; June 26, Canandaigua; June 27, Seneca Falls; July 5, State teachers' association, Buffalo; July 6, Educators' Day, Pan-American Exposition, Buffalo.

Mr. HOWARD J. ROGERS: June 14, Albany Normal College; June 25, Plattsburg State Normal school; July 3, Regents' convocation; July 9, National Education association, Detroit.

Mr. DANFORTH E. AINSWORTH: June 21, Northville; June 24, Brockport State Normal school; June 25, Fredonia State Normal school.

Mr. ISAAC H. STOUT: June 21, Waterford; June 25, Millbrook; June 27, Dunkirk.

Mr. SHERMAN WILLIAMS: June 21, Babylon; June 24, Hillsboro; June 27, Whitehall; June 28, Cortland State Normal school.

Mr. WILLIS D. GRAVES: June 24, Richfield Springs; June 25, Holley; June 27, Friendship.

Mr. A. C. HILL: June 24, Fort Ann; June 28, Cohoes.

Mr. JOHN C. BLISS: June 24, Redwood.

Mr. A. M. WRIGHT: June 25, Caledonia.

Mr. THOMAS E. FINEGAN: June 26, Goshen.

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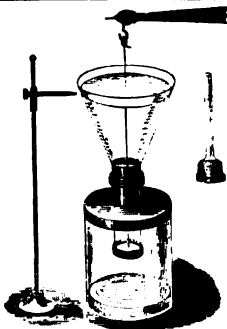
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ALBANY TEACHERS' AGENCY

Some Positions Secured in May for NEW YORK TEACHERS

HORNELLVILLE, N. Y.—By means of your assistance, for which I thank you, I have been able to secure the position at Hornellsville as teacher of music and drawing. **LULU M. CURTIS**, Moravia, N. Y., May 2, 1901.

BALLSTON SPA, N. Y.—The Board have elected Miss Carpenter, your candidate. **PRIN. A. A. LAVERY**, May 8, 1901.

HANCOCK, N. Y.—Through your agency I was elected to the position at Hancock and began my work Monday morning. Let me thank you for your kind and prompt attention. **FLORENCE G. BARNES**, May 8, 1901.

GROTON, N. Y.—Last Friday, at the request of the Board of Education at Groton, I made a personal application and was elected to the position of training class teacher. I am very grateful to you for the efficient assistance you have rendered me in this matter. **EDNA M. HEATH**, May 10, 1901.

DELHI, N. Y.—Enclosed find check for the amount of your commission. I wish to express my appreciation and gratitude for your prompt and efficient service. Hope to find my work in Delhi both pleasant and congenial. **ELEANOR A. BAKER**, May 14, 1901.

HEMPSTEAD, N. Y.—I have received the appointment in Hempstead, and wish to thank you for your assistance. **DAISY E. CUMMINGS**, May 15, 1901.

SALAMANCA, N. Y.—I have just signed contract to teach in Salamanca the next school year. I sincerely thank you. **MABEL B. SWEET**, May 15, 1901.

TONAWANDA, N. Y.—At Mr. Diamond's suggestion I came to Tonawanda to-day to consult about the high School position in English. After a talk with him and some members of the school board they offered me the position and I accepted. I believe it was very largely on the strength of your cordial recommendation that I secured the place so promptly. I thank you most heartily for your kind and timely aid, and I sincerely hope that my work here next year will justify your words and Mr. Diamond's anticipations. **RACHEL LEWIS DITHRIDGE**, May 18, 1901.

STAMFORD, N. Y.—Miss Weigand began her work yesterday. Thank you for your prompt service. **PRIN. S. L. HOWE**, May 12, 1901.

PATTERSON, N. Y.—I have received the offer of \$420 in Patterson, N. Y., and have accepted the place. Kindly write me what arrangement can be made in regard to commission. **MABEL L. COMSTOCK**, May 21, 1901.

Telegram.—Send immediately substitute. French, botany, geology, literature. Thirteen dollars, fare paid. Wire answer. **PRIN. J. EDWARD SMITH**, North Creek, N. Y., May 20.

Telegram.—Miss Robinson, Albany Normal Graduate, will come to-morrow, first train. To **PRIN. J. EDWARD SMITH**, May 20.

NORTH CREEK, N. Y.—Miss Robinson arrived yesterday and started work in the afternoon. I am greatly pleased with your selection, and I am positive that she will give entire satisfaction. Thanks for your courtesy extended. **PRIN. J. EDWARD SMITH**, May 22, 1901.

VERONA, N. Y.—I have just received a letter from Lakewood, N. J. saying that I have been elected to the position of third primary teacher, and I have accepted the position. Thanks for your kindness and promptness. **LULU B. MORSE**, May 25, 1901.

MOHAWK, N. Y.—Last Saturday I went to Mohawk for a personal interview with Mr. Watson and the Board of Education, and to-night I received notification by telegram of my appointment to the position. I thank you sincerely for your assistance in securing this place. **L. MAUDE CARTER**, May 29, 1901.

HERMON, N. Y.—I have just received notification of my appointment as teacher in the Philippines at \$1200 per year—as a result I suppose I owe you \$60. I am very thankful to you for the assistance rendered, and shall remember you when in need of such help in the future. **JESSE F. STINARD**, May 29, 1901.

ISLIP, N. Y.—At a meeting of the Board of Education last evening, Miss Robertson was elected assistant kindergartner in our school. Thanks for your assistance. **PRIN. M. I. HUNT**, May 29, 1901.

NEW BERLIN, N. Y.—I enclose testimonials sent. The Board have engaged Miss Carrie G. Swartwout, of Westerlo, N. Y. for the 7th and 8th grades. Thanks for your assistance. **PRIN. ARTHUR R. MARVIN**, May 31, 1901.

SCHUYLERVILLE, N. Y.—Received official notification this P. M. of my election by the Schuylerville Board of Education to take charge of the first grammar grade. I thank you sincerely for your prompt service and manifest interest. **ANNA ROSALIE MINCH**, June 1, 1901.

GROTON, N. Y.—I visited Groton last Thursday and was elected principal of their high school on Saturday evening. Your recommendation helped me very much. I thank you most heartily. **C. W. VANDEGRIFT**, Windsor, N. Y., June 3, 1901.

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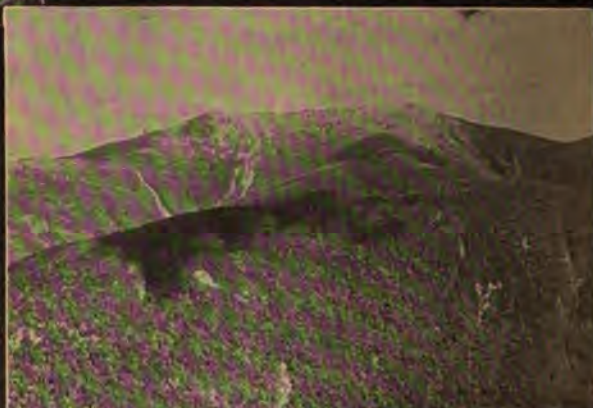


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